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California State University

San Bernardino

Integrating Folklore in a Literature Based
Curriculum Using a Whole Language Approach

A project submitted to

The Faculty of the School of Education
In Partial Fulfillment of the Requirements

of the degree of

Master of Arts

in

Education: Reading Option

By

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San Bernardino, California

1988

APPROVED BY:

Advisor

Second Reader

INTEGRATING FOLKLORE IN A LITERATURE BASED CURRICULUM
USING A WHOLE LANGUAGE APPROACH

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California State University, San Bernardino, 1988

Statement of the Problem

The purpose of this project is to suggest a way which can be successful in helping children become more aware of their environment and of the people and nations which make up our world. This project intends to use a whole language approach to accomplish this by developing lessons, with a folklore theme, which will accomplish the goals of this project.

Procedure

Using the strategies found in the whole language approach to reading, the author has developed detailed plans which will tell how to implement the lessons. The bibliography will be a source for those readers who wish to pursue the folklore theme beyond what is presented here. The appendix lists samples of surveys, lesson plans, worksheets and other materials which were designed to be used in the project. Included in the project are lessons for implementing readers theatre, s.s.r. silent sustained reading, poetry writing, cloze

procedure, bookmaking and others. Teachers who desire may use these lessons at will to fit their own specific needs.

Conclusion

If children are to be more aware of their world and more tolerant of other ethnic groups and their cultures reading and interacting with their literature would be an ideal way to achieve this. Children the world over love fine literature and literature which is entertaining, humorous, scary and funny. It is hoped that this project will assist them in obtaining this by reading folktales.

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RATIONALE

The creation of a love for fine literature in students is among the basic goals of a good reading program. Studying literature should provide enjoyment of the common cultural heritage of humankind. As Arlene M. Pillar (1979) states in her article, "Selected Greek Myths: A Critical Appreciation," this literature program should help students to: value the dignity of the human being; develop taste and permanent interest in good literature; become learned about authors who were excellent in their field; become more aware of oneself by gaining insights into one's character, philosophies and personal problems; become more aware of others and by understanding and empathizing with them when they have problems; and to realize that there is a common background of experience with all people and their problems.

In traditional folklore one can find a rich source of literature where a person should be able to accomplish much of the above. This project is designed to accomplish the above as far as possible. A whole language approach is the major curriculum model which will be used to accomplish the above goals. As the whole language approach utilizes writing, reading,

speaking, and listening, lessons plans will be formulated to incorporate the above skills.

Folklore will be the medium by which this author will accomplish the goals and objectives of this project using a whole language literature based program. It is this author's intention to use a segment of folklore; specifically, a folktale to develop a thematic unit format which can be used in all grade levels (with adaptations in the higher grades). This thematic unit would be used in all content areas.

The rationale for developing such a unit using folklore is that there exists much in folklore which is delightful, entertaining, thoughtful and which develops students' abilities to read, write, think effectively and to create and interact with it.

Folklore has been described in the Funk and Wagnalls Standard Dictionary (1967) as "the traditions, beliefs, customs, sayings, and stories preserved by the common people." By studying folklore, people are able to develop a sense of belonging to a certain ethnic group as they learn about how their ancestors lived their lives. Learning their culture's songs, dances and stories aids them in gaining a sense of who they

are and where they came from. We all have a desire to discover our "roots." Also, by learning folktales and other folklore of other groups, people may come to realize that humankind has many common bonds and that we are all basically one people.

STATEMENT OF THE BASIC GOALS AND OBJECTIVES

The creation of a love of literature is one of the goals of the whole language program. By studying selected literature, students should experience a sense of enjoyment and also gain knowledge of the common heritage of people. A well founded literature program should help a student to (1) appreciate and read good literature, (2) become knowledgeable about different types of folklore stories, (3) become aware of himself or herself as a person who is part of a culture which has a rich heritage of excellent literature, (4) become aware of other cultures and to appreciate the fact that all cultures have common hopes and aspirations; most share a common bond in their folklore stories, and (5) value other peoples and their cultures and value the dignity of the human being.

Goals

It is the purpose of this project to present a plan for the study of folklore using a certain tale and

presenting it to the students in several of its many variants starting with the most familiar one.

The author's goals are as follows; (1) to develop a thematic unit format which can be used with any folklore tale, fairy tale, myth or story and be flexible enough to accomodate any of these, (2) develop a unit of study which will allow students to enjoy themselves while they are acquiring knowledge of other countries and their customs and folklore.

The students' goals are; (1) through comparison of different variants of a single tale the students will be able to discover that people all over the world, no matter what their culture, all share the love of a good tale; (2) through discovery, the students will realize that all cultures are connected with a common bond, this bond being storytelling. Although the variants are dissimilar, they still share a common plot for the most part; (3) through readers' theatre, choral reading, bookmaking, flannel board stories, poetry writing, social studies activities, art, science activities and story writing, students will become more aware of other cultures and peoples.

Objectives

By implementing this unit of study, the teacher

will (1) encourage students to write stories, poems or story endings; encourage students to dramatize a folktale by using puppets and other manipulatives; encourage students to engage in a presentation of a variant of a folktale as a readers theater activity; encourage students to discover where the folktale or its variant originated from by doing some map studies (social studies); encourage students to create their own variant of the folktale which is being studied and motivate students to want to do the same or similar activities with other favorite folktales.

Upon completion of this unit of study, students will be able to; detect the theme of the folklore tale recognizing the similarities and differences between the different variants of the same tale; enjoy listening to and participating in activities related to the folktale (such as readers' theatre); grasp the main idea of the folktale and determine its importance; recognize the author's purpose in presenting the folktale; and appreciate other cultures by a study of their folktales.

REVIEW OF THE LITERATURE

In an attempt to offer a rich whole language program for students it is this author's contention that

the study of folklore would be one way to accomplish this. Throughout humankind's history from prehistoric times to the present, humans have attempted to explain the mysteries of nature and their own role in the world. Even before humankind could read and write, tales would be told to try to explain events which caused uneasiness or which were frightening, like a thunderstorm, an eclipse or an erupting volcano. In order for these events to be recorded in a tribe's or clan's history stories had to be created and told. An oral tradition was thus created by which humankind was able to pass from generation to generation all the family geneology, oral literature, songs, dances and poetry of each tribe or clan. Oral literature pertaining to customs and beliefs was also passed to each succeeding generation in this manner. By doing this humankind's folklore was preserved throughout the ages.

In F.H. Lee's (1930) introduction to "Folk Tales of All Nations" he says that "folklore tales have been described as "the little novels of childlike intellects." They belong to and issue from a group of people whose daily life lies close to the earth-toilers of the earth and toilers of the forest. This group of

people render with simple directness, in stories or charms, their impressions of the natural or supernatural forces which with their own lives were intertwined (p. V-VI)."

Folklore has many different definitions in the "Standard Dictionary of Folklore Mythology and Legends" there are twenty-two definitions rendered by different authors. Some of these are contradictory, no two say the same thing. These definitions are of varying lengths and have been written by authors who are folklorists. Some of these authors are Jonas Balys, Aurelio M. Espinosa, George F. Foster, Katherine Luomala, Stith Thompson, Marian W. Smith, John L. Mish and Gertrude P. Kurath. This author prefers the definition by Marius Barbeau (1949) in the "Standard Dictionary of Folklore, Mythology and Legend" which begins:

"Whenever a lullaby is sung to a child;
whenever a ditty, a riddle, a tongue-twister,
or a counting out rime is used in the nursery
or at school;

Whenever sayings, proverbs, fables,
folktales, noodlestories, reminiscences of the
fireplace are retold;

Whenever, out of habit or inclination, the folk engage in songs and dances, in ancient games, in merrymaking, to mark the passing of the year or the usual festivities;

Whenever a mother shows her daughter how to sew, knit, spin, weave, embroider, make a coverlet, braid a sash, bake an old-fashioned pie...

Then we have folklore in its perennial domain, at work as ever, alive and shifting, always apt to grasp and assimilate new elements on its way (p. 398)."

Each folklorist has his own interpretation of what folklore is. In "Webster's Third New International Dictionary" (1986) folklore is defined as: "the traditional customs, beliefs, dances, songs, tales or sayings preserved orally and unreflectively among a people or group; and a comparative science that investigates the life and death of a people or of peoples as revealed in their traditional customs and tales (p. 882)." Other sources cite similar definitions. The main aspect of folklore is that it arose from the common people; the peasants. The common folk were

illiterate so they preserved their lore through their dances, songs, art, literature and oral traditions.

Even before mankind had developed writing, stories were told orally and songs sung which were passed down through the centuries. Through oral transmission a people's heritage could survive. Whole tribal or clan histories were passed to succeeding generations in this manner. Storytellers were selected who would memorize stories, songs, and the geneology of their group. In order for this tradition to survive, the storytellers would select younger members of the tribe whom they would tutor and teach what they knew. These persons in turned passed their knowledge on to other promising young people at the appropriate time. Storytellers held a revered place in the tribe or clan, at times they were second only to the king. They were the "keepers" of the tribe's culture and literature so to speak.

Because folktales were the products of preliterate societities and not bound by the conventions of written form, they were passed from generation to generation orally from one storyteller to another, each time being told in a slightly different manner, never being told twice the same way. As a result of these multiple retellings, many variants began to appear. As a tale

was being transported orally and different tribes or clans heard it, the tale began to be altered so it was acceptable to the new culture. This way the tale became what each culture wanted it to be. Many variants retained the same moral or plot of the original but at times it was difficult to recognize it as such.

Folktales have their place in our literature because they have served humankind as entertainment and have served as a way of transmitting the values and wisdom of all cultures and to instill a strong sense of right and wrong in our modern day society. They also provided a resource of vivid images that helped develop imagination in individuals who heard or told them.

Folklore, the oral literature of a culture, exists today side by side with written literature in advanced cultures. It has survived through the children and the unlettered people because these are the ones who benefit from it. Any time a child recites a Mother Goose rhyme or sings "Simple Simon" the oral tradition lives. Many people in rural societies still adhere to folk beliefs, folk songs and folk dances. By preserving a culture's rich folklore tradition orally, a group is not likely to lose their lore and literature.

One aspect of this project is to select a folktale and follow it across its many variants and cultural boundaries to discover which countries have a variant and which do not. A folktale is a part of a culture's folklore. It is a traditional prose story which has been transmitted orally through many generations. Folktales may contain elements of other types of folklore such as myths but some folklorists do not distinguish between folktales and myths.

Folktales are classified by use of motifs. Motifs were developed to aid in the classification and analyzing of folktales. In folktales, motifs sometimes consist of very simple concepts which are found frequently. Some of these may be unusual creatures such as fairies, witches, dragons, ogres, cruel stepmothers, talking animals and the like. Some motifs can consist of magical elements or other unusual phenomena. It can also be a short and simple story which is amusing and appealing to its audience. According to Funk and Wagnalls "Standard Dictionary of Folklore, Mythology and Legend" (1949) Stith Thompson writes in his definition of motif; "While the term motif is used very loosely to include any of the elements in a traditional tale, it must be remembered that in order

to become a real part of tradition an element must have something about it that will make people remember and repeat it. It must be more than commonplace. A mother as such is not a motif but a cruel mother is because she is at least thought to be unusual" (p. 753).

By this the author seems to be trying to tell us that certain elements make a motif and others do not. Some motifs are universal and others are not; some are so specialized that they owe their existence to the tale types of which they are a part. The motif which has been selected for study in this project is the cruel stepmother and the tale-type is 510A, the Cinderella tale.

It was once believed that many folktales originated in India and were spread across national boundaries by merchants, crusaders, gypsies and other travelers. The contention now is that some tales and their variants have been found in places far from caravan trails leaving and entering India. It is believed that these tales were thought up by other groups on their own. Even so, India is acknowledged as the home of some of the world's oldest folktales, it possesses a fantastic mythology, overlaid by superstition. It has been said that the story of Cinderella (type 510A) originated in

India but the oldest known version of this tale is a Chinese one which was told as early as the 9th century A.D.

Folklore is remarkably stable while at the same time it is shifting. Once a folktale or other folklore has attained a coherent form and is established as such it may travel long distances and across oceans and still not lose its outline even though its external features are modified continuously as it adapts to new environments. An example of this is the Cinderella tale. Some folklorists have credited this tale-type with 1,000 variants of the same recognizable story plot.

Tales can become dispersed in many ways, each time changing slightly to accomodate the new culture or people which it comes into contact with. Sailors, merchants, and other travelers carried their folklore as they traveled. Others, such as gypsies or peddlers did the same. People who knew more than one language would also transfer tales across national borders. As people crossed oceans to settle in new lands they carried their folklore with them. If they came into contact with the aborigines or the indigenous societies of a new land or continent some of the folklore would ultimately start to show up in the indigenous folklore.

An example of this is "Turkey Girl" which is a tale told in the Zuni Indian folklore tales. This is one variant of the Cinderella story found among the North American Indian tribes; there are several more.

Reading folktales is beneficial because it helps us to see the world in a new perspective. We can become better informed about other cultures and come to understand them better as we read folktales from their folklore. By enjoying stories from different cultural groups and discussing their similarities and differences, we become more humane and considerate as we realize that we are all connected to one another in many ways, the most important being our common humanity.

CURRICULUM FEATURES

The following brief description are of the plans this author will be utilizing in the fulfillment of this project. They are not in the order in which they will be used in the unit and are only presented here for reference, to be selected when needed in presenting a lesson.

1. Reader's Theatre

Children present a play in this format using a folktale or other suitable literature.

2. Choral Reading

A selection from a ballad, folksong, rhyme, round, descriptive poetry, legend, or other sources is chosen for this lesson. The selection should be rhythmical and repetitive in nature. The children memorize parts, then it is presented as a whole group activity.

3. Poetry Writing

Children write their own poem about a theme. This may be an individual or whole group effort.

4. Flannel Board Story

Use characters made of flannel plus a flannel board and present a story putting the pieces on the board as the story is read.

5. Shared Book Experience

This involves an instructor and a group of children sitting close together as they share in the reading and rereading of favorite rhymes, songs, poems, chants and stories.

6. Bookmaking

Stories which children have written and illustrated are made into books by adding the covers.

7. Cloze Procedure

Children predict what a missing word in a sentence is by the context of the sentence.

8. Sequencing

Children will sequence a story by cutting out pictures from a worksheet and arranging them in the correct order, then pasting them on another sheet of paper in the correct order. This incorporates both a skill and a whole language approach.

9. Listening Center

Children listen to a taped story and follow directions to complete a worksheet.

10. Reading Out Loud

The instructor reads a story, poem, or other material to students in a small or large group.

11. Drama

Children write and present their own play using props such as paper bag puppets.

12. Silent Sustained Reading

This is an uninterrupted period of time when everyone in the room reads silently, even the instructor. Children are allowed to select their own book.

13. Paired Reading

Pairs of students find quiet places to sit and read to each other. Pairs should consist of one poor reader and one who reads better.

14. Word Search Puzzles

Children do a word search puzzle utilizing words which pertain to the story being studied.

15. Art

Children use any media in art to create illustrations for their book and also for any other exercises which will be enhanced by artwork.

16. Science

Children do science experiments and record the results.

17. Social Studies

Children use a world map and look for the location of the source (origin) of a story.

18. Mathematics

An activity which pertains to the unit in study is presented.

Reader's Theatre

Purpose:

The objective of this lesson is to provide the students an opportunity to perform in a way which should be entertaining for the players and the audience. Specific applications of Reader's Theatre to the reading program can also be met such as reinforcement and expansion of sight word vocabulary, development of

comprehension and listening skills, enhancement of oral fluency, motivation to read and reread for detail and meaning, increasing self image and providing opportunities for social development, stimulating creative imagination and developing an appreciation and love of literature, providing an avenue for activities for celebrations, helping to develop writing and spelling skills, providing an opportunity for study in history, science and other subjects and motivating participants to develop rich, expressive voices. This is an ideal activity for use in a whole language approach.

Procedure:

To commence this lesson the instructor will explain to the students that they will be doing a play but in a different way, instead of memorizing it they will be reading it. It is helpful if the instructor does a sample script first, one that is very simple and funny so the children become enthusiastic about doing more scripts. By doing easier and shorter scripts first, the children will gain confidence which will enable them to do longer scripts.

For young or weak readers, the instructor should read the script in its entirety at first. More capable

readers can read the script round robin without assigning role parts to it as yet. After reading the script, discussion should follow which will clarify points the children are unsure of. After an explanation of the mechanics of reader's theatre - how they file into the room, how they hold their scripts, how they exit and leave the scene just by turning their backs to the audience when they are not speaking (reading) and facing the audience when they are, then the cast is selected. Children should be allowed their choice of a role if they feel confident they can be successful. After selecting the players a run through of the script is done. It should be stressed that everyone needs to practice their part; they may take the script home if the instructor feels they would be responsible for returning it for future practices. If the children sit in a circle it would be helpful as a rapport can easily be the result of the closeness of the group.

Further practices can take place until every one feels confident they have their part well-studied. At this time arrangements should be made for presenting the play to an audience. A successful presentation should foster a good self image in the players to the point that they want to do more reader's theatre.

This is an excellent time to allow the children to write and present their own scripts. Samples should be made available to them so they can understand the format of the scripts. The instructor, at this time, is a facilitator. The children will ask the instructor's advice or help when needed. They should know that all they are doing is writing a dialogue but it should not be very detailed, reader's theatre scripts are very condensed.

If the instructor desires, groups of five or six children can work on their own script of the same story or each group can use different stories. All members of each group will have a reading part so the story chosen must have the correct number of roles in it to accomodate the group. This activity should take time as there will be much writing and rewriting until the script is satisfactory to the writers.

After the scripts are finished to everyone's satisfaction they can now be presented to the rest of the class or other classes. Preparation time should be given for practice to each group. After every group presents their script, they may trade scripts, if time permits.

Materials:

See the appendix for a reader's theatre script sample which is to be used as part of a science unit on plants. It is titled, "Three Little Seeds" from "My City" in the Bank Street Reading Program.

Time:

Upper Grades - three to four forty minute sessions

Primary Grades - two to three weeks, working forty minutes three times a week.

Follow-up:

A video tape may be made of the presentations to be shown to other classes, at a parent - teacher meeting or at a school board meeting.

Choral Reading

Purpose:

Choral reading is an excellent way for children to read as it is done as a whole group (sometimes solos are incorporated) and it is entertaining in that they recite a poem or other literature which has rhythm to it. It is ideal for poor readers as they have a chance to memorize the material and to develop a good self image when they are successful.

Procedure:

A text is selected which has a beat or a ring to

it. If there are parts which are repetitive this is also ideal as children enjoy this type of literature. After the text has been selected, the instructor makes sure copies are available for everyone. If it is a text which can be divided into different parts according to gender or voice, this will be ideal. It is best to put poor readers with more capable readers if groups are set up.

For young children the instructor demonstrates how the piece is to be read, and then reads it line by line with the children repeating what is said by the instructor. This should be repeated several times with the children until most of them have the gist of it. Echoic reading is ideal for younger children as everyone is participating and no one is being singled out. The piece is practiced until everyone is satisfied with its quality. It can then be presented to other classes in person or taped and played for the class or other classes. This strategy is excellent as it develops proper expression and fluency for reading, it is a whole class or group endeavor and is very entertaining.

Materials:

Copies of the selected poem, ballad or song.

Time:

Several forty to forty-five minutes sessions,
more sessions, if needed, for younger children.

Follow-up:

The children can perform other songs, ballads and
so forth for parents or other classes.

Poetry Writing

Purpose:

Poetry writing is ideal for children to engage in
as it helps them to put their innermost feelings into
writing. A poem is a condensed structure for capturing
feelings that are profound and simple at the same time.
Writing poetry is one way children can develop their
language and express themselves more fluently.

Procedure:

Several methods can be used by the instructor in
presenting this lesson to the children. One method is
by blank verse. A simple form of blank verse could be
a "Rules for _____" where the children supply what
they want to insert in the blank. After using this
form several times, the children should be able to write
their own. For lower primary, the instructor should
model the format first, in small groups or the whole
class, using the chalkboard, picking a topic to write

about, allowing the children to contribute their ideas which are written on the chalkboard under the title. For first attempts, the children will copy the poem from the chalkboard to practice eye - hand coordination.

Another form of blank verse is the cinquain. The rules for a cinquain are: use only four lines and a title; use a one word title as the topic; line one describes the title in two words; line two has three words and expresses action; line three has four words and expresses feelings; and, line four has one word which means the same as the title. If this method is used, the instructor will give examples on the chalkboard or read several examples until the children get the gist of the method. An example can be produced which shows only the form of the poem. The children would each have a copy of this and just fill it in. This could be a small group or a whole class activity. it is this author's belief that this method can be used with most grade levels, in some cases it may be a language experience lesson, especially in kindergarten and first grade.

Materials:

Sample of the poetry should be available to be read to the children or copied from the chalkboard.

Time:

Two forty minute lessons a week would be ideal.

Follow up:

The children could make a class anthology of their poems or an individual one if desired.

Flannel Board Story

Purpose:

Flannel board story telling is an excellent way for children to become involved in the action of the story. It is a unique way to present a story to the children and have them enjoy it. The purpose of this activity is to eventually allow the children to tell or perform stories themselves using the flannel board.

Procedure:

Beforehand the instructor should have prepared all the flannel characters needed for the story. It is best to pick a text which is culmulative in its development but stories, rounds and ballads can be used. An example may be the story, "The House that Jack Built." This is culmulative in nature and is easily learned by children in a short time.

Materials:

Flannelboard

Story

Flannel made characters (the characters for Cinderella are in the Appendix)

Box (to keep the pieces in)

Time:

One forty minute lesson

Follow up:

The story can be taped and after the children learn the story they can present it on their own after the instructor has modeled it several times.

Shared Book Experience

Purpose:

The purpose of this method is that through sharing a book by the instructor and the children, the children become aware that reading is a pleasurable and meaningful experience.

Procedure:

The children sit on the floor as close to the teacher as possible so that everyone can easily see the book. The instructor sits facing the children. Because big books are more easily seen the instructor should have one available, but if only small ones are available this is also satisfactory. If a big book is used it is placed on an easel so that the instructor's hands are free to turn the pages and point to the words as the story is read.

If desired, some prereading activities can occur. Familiar songs or poems can be recited with the children selecting the ones they want to perform. Prereading activities allow the children to settle down and give all their attention to the instructor. The instructor may choose to reread an old favorite allowing the children to participate actively as the story is read.

While the instructor reads, the words are followed along as they are pointed to. In this way, children can see that print follows certain conventions. After reading the book, the instructor may choose to introduce a new book.

To do this, the instructor and the children first discuss the cover, title and the illustrations. After discussing these for a few minutes, the instructor invites the children to predict what they think the book may be about. The next thing which should occur is that the instructor reads the story to the children following each word with a pointer or the hand as the words are read. Pauses should be made to discuss the action of the story so far and to predict what is going to happen next.

When the story has ended, the instructor should

ask questions about it and get the children's opinions and reactions to it. Any answer is acceptable, the instructor should allow the children to voice their own opinions and reactions to the story. When this discussion is over the instructor should go back to the beginning of the story and have the children retell the story in their own words, using the pictures either to assist them or to confirm their predictions. Another thing which the instructor can have the children do is to recite the repetitive parts (if any) as the story is being retold. If some of the children do not wish to participate this is acceptable, they may only want to listen to the instructor read.

Materials:

Big book (or regular sized one)

Several poems, songs for prereading activities

Time:

One forty minute session.

Follow up:

The story is written on pieces of 25" X 15" tagboard in the exact format as the book. When this is finished the children illustrate each page. Any art media can be used for this. It is a good idea to reread the story before the children begin the

illustrations. This will assure the instructor that the appropriate illustration is on each page. When this activity is completed the children come together as a group and sequence the story as it is in the original. The sequenced pages can be hung on the wall at child height so everyone can read the story and admire each other's art work. After rereading it several times, the pages can be assembled adding a cover and a title page and stapling it together as a book. A ring in one corner can also be used. One thing which the author suggests is that all the pages be laminated before assembling the book, also by using heavier paper than construction paper a sturdier book can be made. The popularity of these books makes the above very necessary.

Bookmaking

Purpose:

Creating your own book from start to finish is one of the best ways of developing self-esteem in children. They also become familiar with the mechanics of book writing and bookmaking as they put their finished stories into book form.

Procedure:

Children will use the stories or poems which they

have written beforehand to bind into books. Several steps are needed from this point on. First, they must illustrate their stories where desired; second, they put the illustrations in order where needed; third, they put the book in order and fourth, they bind their books. These steps will be discussed in detail.

In drawing their pictures on the appropriate pages, care must be taken to make sure the text and the illustrations match. If the instructor has an aide or parent volunteers, it would be helpful at this stage, if not, small groups one at a time could work under the instructor's tutelage. Children should be instructed to draw on both sides of the paper the same way as a published book is. Example of books should be available for children to look at.

When the illustrations are completed it is now time to color them. The desired media for this would seem to be colored pencils because crayons are affected by heat, they may melt. Paints may leak through the page and damage the backside of the page so colored pencils are ideal.

If possible, and enough volunteers are available, it would be ideal if the stories could be typed, it makes the book more professional looking. If this is

not possible the children should be instructed to use pens and print their story very carefully and neatly on the pages which will make up their books.

The next step to follow, after the coloring and printing is finished is to place the story in its correct order. Now it is time to put on the cover. Blank sheets of paper should be added to the body of the story, three in front and one on the back. These will be used later to attach the book to the covers and to use as a title page (one of the front three). There are several methods available which can be used to cover the book, these can be found in the appendix.

The materials needed for making the covers are colored tagboard, black (or another color) plastic tape, the story, ruler, and a stapler. The first step is to cut the tagboard into equal sized pieces. Next, take one of the pieces and measure off a half inch on the longer side. Cut this off and then, using the plastic tape, replace it where it was cut from. Now, taking the uncut piece and the body of the book, carefully place the body onto the uncut piece making sure that the pages stay aligned. When this is done, place the top piece (the one which was cut) on top of the book. Staple everything together, making sure the pages stay

aligned. At this point the children check to make sure everything is in order in their book. If it is, then plastic tape is placed over the staples, trimming any excess as it is put into place. One of the extra pieces of paper which was inserted with the body of the book should be pasted on the inside of the front cover and also the back cover. The title page inside the book should also be completed with the book's title and the author's whole name. The final step is to put a title on the cover of the book and also the author's name. If this has been done properly, the children will have books they can be proud of.

Materials:

Colored tagboard	Stapler
Colored plastic tape	Colored pencils
Ruler	Scissors

Time:

For primary grades this should last at least a month, working on it once or twice a week.

Follow up:

The children may want their books placed in the school library or the classroom library so others may read them.

Whole class books can be made using the same process.

Cloze Procedure

Purpose:

Children need to develop their predicting skills to allow their reading to have a purpose and as an aid in comprehending what they read. By engaging in cloze procedure activities where every "nth" word is omitted they will gain practice in this major skill in reading; prediction of the text.

Procedure:

Using a procedure called "zip cloze" the instructor writes a passage on a transparency and puts tape over words which are to be hidden. The transparency is placed on an overhead projector and shown to the group. The children read the passage and try to predict words which would make sense in the deleted areas. As predictors are made and agreed on, the instructor zips off the tape and reveals the hidden word. If the children have chosen the correct word, the instructor goes on to the next deletion. If the correct word was not revealed, the passage is reread and the instructor points to the clues which may have assisted the group to select the right word.

This exercise can also be done using a worksheet as a small group, paired, or individualized activity.

First, the passage is read silently to get an overview of its content. Then, the group or individual decides on the appropriate word to finish the sentence. This is circled and the next one is done in the same manner and so on until the worksheet is completed.

Materials:

Worksheet or transparency of a passage with
deleted words.

Pencil

Time:

For a teacher directed lesson on the overhead projector, this may require a lesson of at least forty minutes.

Follow up:

This same format can be used for other stories and subjects.

Note: An example of this procedure can be found in the appendix.

Sequencing

Purpose:

This lesson on sequencing would help the children put mixed up pictures from a story, which has been read to them, in the correct order. This activity will allow the children to become aware that there is a

logical order in reading.

Procedure:

This is a cut and paste activity. The instructor prepares worksheets which have pictures (out of sequence) of the events which take place in the story. The story is read to the children and when this activity is over, the instructor explains that the children are to cut the pictures from the worksheets and then place them in the correct order on their desks. When this is completed, the children then paste the pictures on another piece of paper. They may also color their pictures.

Materials:

Worksheets (examples are in the appendix)

Scissors

Glue or paste

9" X 12" construction paper

Time:

One thirty-five to forty-five minute lesson.

Follow up:

The completed paper could be used as a writing activity as the children write their own captions under the pictures and create their own stories.

Listening Center

Purpose:

Listening is a skill which children need to develop and which is sometimes difficult to do. This lesson should be an aid in developing this important skill because the children listen to a tape and as directions are given they do an activity such as coloring a picture according to the instructions.

Procedure:

Explain to the children that they are to listen very carefully to the directions on the tape and do what they say. (The tape should be prepared beforehand.) The children listen to the tape and color their picture accordingly. The finished page should allow the instructor to evaluate the children's listening skills by how correctly the worksheet has been colored. If headphones are used with the tape players a small group can do this activity at the same time.

Materials:

Worksheet (a sample is in the appendix with directions for completion)

Crayons

Tape

Headphones

Tape players

Time:

One twenty minute lesson

Follow up:

Other tapes could have the weekly spelling words on it, children write down and practice their words this way.

The listening center can also be used for groups to listen to stories such as, "Cinderella," which have a tape and a story book.

Teacher Read Aloud

Purpose:

This activity should take place on a daily basis in the primary and intermediate grades. When children observe the instructor reading and enjoying it, they should be motivated to read themselves. It should be a pleasurable activity for all participants.

Procedure:

The instructor selects a book which the children have indicated an interest in. Actually, any book which is rich in good literature can be chosen, be it a folktale, fairytale, an animal story or a fantasy.

After selecting a book the instructor should do several things. First, preview the book to find out where the suspense and action is. Second, think of a way of presenting the book to the children so they will want you to read to them. Third, pick a time when the book is to be read, some instructor read right after lunch recess. This gives the children a chance to settle down and rest after their lunchtime activities. Fourth, read the story to the children with emotion to project the mood and tone into it which it should have. Fifth, pause and ask questions about the story as you read. Sixth, hold the book so the children can see the pictures and the print as you read along in the book.

Materials:

A good story book

Time:

Fifteen to twenty minutes is ideal.

Follow up:

The instructor can cover the book so the children can't see the title and just read the story, not showing the pictures to the children. After the story is read the children go to their desks and draw a picture of what they think the main character looked like. A story could also be written about the picture

they drew.

Drama

Drama is essential to the development of imagination in children and it also develops social skills as they cooperate with each other in the process of writing and presenting plays.

Procedure:

After reading a story, the children may choose to dramatize it by writing their own play, making props for it, and presenting it to an audience. This can be as simple or as elaborate as the children want it to be. The instructor's role is coordinator and counselor of the drama. Rehearsals would be necessary after the scripts and props are completed. The finished product can be presented to the class, to other classes or for a special school program.

Materials:

Boxes

Paint brushes

Construction paper

Script

Paint

Costumes

Time:

It is difficult to set a specific time for this activity as some plays will vary in length, some will

require more preparation and so forth.

Follow up:

The children can present other plays.

The children can make paper bag puppets or marionettes to use in other plays.

Sustained Silent Reading

Purpose:

By reading silently on a regular basis, children should become more motivated to read themselves as they personally learn to value reading.

Procedure:

An uninterrupted block of time is set aside by the instructor so the children can do silent reading using books they choose themselves. This also involves the adults in the room as they are the models which the children emulate. The stress on this being a success lies in the emphasis that everyone is reading silently not only the children.

This activity should be done on a daily basis, time spent in this activity should range from about five minutes for kindergarteners up to thirty minutes for high schoolers. The main thing is that everyone reads, there is no other activity going on at the same time as Silent Sustained Reading. There is no limit

to the number of books a child chooses, some may want only one, others may choose more.

Materials:

Books

Time:

Discussed above

Follow up:

After reading silently, the class may want to tell each other about the book they read or were reading. To initiate this, the instructors should tell what their books are about, if that is appropriate.

Paired Reading

Purpose:

By pairing a poor reader with a better reader and allowing them to read to each other, fluency can be achieved in both participants.

Procedure:

The procedure for this is simple, the instructor pairs a better reader with a poor reader. They select a quiet area in the room and read a story or part of a story to each other. The stories do not have to be the same ones. This is a good strategy to use because both readers develop good self image; the better reader because he is helping a friend and the poorer reader

because he can hear how his friend reads and try to copy him by reading more fluently.

Materials:

Books

Time:

Ten to fifteen minutes

Follow up:

Children can pick others in the class they would like to read with.

Word Search Puzzles

Purpose:

Visual discrimination and acuity is enhanced as children look for words in a word search puzzle.

Procedure:

The instructor prepares a worksheet word search puzzle for each child. This worksheet could be of any theme, fairy tales, folktales, holidays, animals, cars and so forth. (There is one in the appendix written in Spanish and English for Cinderella). The worksheet is passed out to each child and they look for the words using the list of words on the worksheet.

Materials:

Worksheet

Pencil or crayons

Time:

Depending on the complexity of the puzzle, from fifteen to thirty minutes.

Follow up:

Other types of puzzles using other themes can be used or more word search puzzles, whatever the instructor desires.

Art

Purpose:

Art is a medium by which a person can engage in and gain satisfaction from as almost everyone likes to create things.

Procedure:

As a story is read the instructor should tell the children to listen and look carefully at the pictures because they will be doing some drawing later on in answer to questions which will be asked. The instructor reads the story then requests the children to go to their desks and take out their crayons and pencils and be prepared for another activity. A piece of white construction paper is handed out to each child. They are instructed to fold their papers in half and then in half again so that when they are opened there will be four sections available to work in. When everyone has

completed this, the questions will begin. The instructor tells the children to put their names in the upper right hand corner of their papers. Then they might be told to draw a picture of the main character in the first section of their papers. When this is completed other requests can be made for the other three sections. The fourth section could be used for the children to draw the same ending or another ending to the story. When this activity is completed, the results could be put on display around the room.

Materials:

Storybook

Crayons

9" X 12" white construction paper

Pencil

Time:

One forty five minute time period

Follow up:

Use the same format for other story books.

Science

Purpose:

Writing and reading are activities which should be integrated in all content areas.

Procedure:

The children will do a science experiment in accordance with the California State Department of Education's "Science Model Curriculum Guide." This guide sets forth the science curriculum outline for all schoolchildren in the state. The unit picked by this author is the one on plants for grades two and three. After explaining to the children the ideal conditions under which plants grow, the students will plant seeds (pumpkin in this case) in sand, loamy soil, shredded paper and other media. While giving normal care to the plants, they will measure the growth of plants over a four week period, recording data on graphs. After determining the best medium, they will grow plants in that medium and vary the amount of light, water, fertilizer, air (drained and undrained containers), and heat, using only one variable for each plant. Children will measure growth and record data on graphs. Children will determine from these experiments the basic and specific needs of plants.

Materials:

Seeds (pumpkin)

Graph paper

Different kinds of planting medium

Rulers

Time:

Four to six weeks

Follow up:

Children will present the reader's theater play which can be found in the appendix. It is called, "Three Little Seeds."

Social Studies

Purpose:

In keeping with the opinion that writing and reading should be integrated into the content areas, this lesson is being prepared to accomplish this goal (hopefully).

Procedure:

The instructor will read different versions of a folktale and discuss their location on a map. For instance, if the instructor reads the version of "Cinderella" which the Brothers Grimm wrote down then Germany would be located on a world map or globe. If there is a wall map of the world available Germany would be located and identified on it and a push pin placed near the city where the Brothers Grimm lived. Books would be available in the classroom on Germany for the children's use. The instructor would also discuss Germany and its people; other German folktales could

also be read. The children would also discuss the virtues or non-virtues of the German version of "Cinderella." Comparisons should be made between the versions which are read so the children can be aware of the connections between all the people of the world.

Materials:

- World map
- Push pins
- Different versions of the story
- Social Studies Textbooks

Follow up:

Children will write their version of a folktale or a different beginning or ending to it.

Mathematics

Purpose:

After reading a story such as Cinderella, the instructor can ask the children if there was anything they thought of which they could use as a mathematics exercise. For example, in the "Cinderella" story it is important that Cinderella know how to tell time so she wouldn't stay late at the ball. In primary grades, where "Cinderella" would probably be read, the children learn how to tell time. Included in the appendix are

two worksheets on telling time, one is completed and the other one can be completed by the instructor. These would be given to the children, in primary grades, as mathematic exercises when they are learning how to tell time along with others of similar nature.

Materials:

Worksheets (those found in the project and others)

Pencil

Time:

Ten to twenty minutes for this lesson

Follow up:

Children will discover other ways of telling time when no clocks are available.

ADAPTATIONS TO OTHER GRADE LEVELS

This project is written for primary grades but it can be adapted and expanded for all grades. Other folktales, myths, fairy tales, nursery rhymes, folk dances and folk songs can be used as there is a rich wealth of folklore literature available. Any grade level instructor should be able to use the lessons in this project as they are easily adaptable to other grade levels. It is this author's belief that any student, no matter who, can be involved in the lessons as presented and gain knowledge and enjoyment from them.

One thing which could be included is the use of Bloom's higher levels of taxonomy. This taxonomy consists of six levels of thinking strategies which could be used by students to aid them in developing their thinking skills. These levels are knowledge, comprehension, application, analysis, synthesis and evaluation. In Barbara E.R. Swaby's text (1984) *Teaching and Learning Reading: A Pragmatic Approach*, she states: "At each level students can engage in specific behaviors of thinking. These strategies are designed to help students interact with material and to develop effective ways of thinking to process materials found in texts. Some examples of operations which she states are available at each level of thought and which develop thinking skills in students are:

Level I Knowledge

Tell, cite, list, locate, state, recite,
repeat

Level II Comprehension

Describe, explain, review, infer, translate,
paraphrase, predict, summarize, discuss

Level III Application

Use, model, try, operate, manipulate,
diagram, apply, demonstrate, utilize

Level IV Analysis

Organize, categorize, analyze,
scrutinize, dissect, take apart,
break down, prove, inspect

Level V Synthesis

Create, imagine, suppose, compose,
hypothesize, improve, reorder,
originate, formulate, elaborate,
design

Level VI Evaluate

Justify, appraise, recommend,
criticize, support, reject, judge,
award, censure"

Each of these levels could be used with students in all grade levels with the use of less difficult questions for primary grades, gradually increasing the levels of difficulty at the intermediate, junior high and high school grade levels. By following the recommendations stated for each level of thinking students should become better thinkers and utilizers of materials which they read.

Activities can also be developed and presented which fall on the whole language end of the continuum.

These activities should also increase in difficulty as a student progresses from grade to grade. Instructors can follow the unit format and delete or expand it as they desire.

MAJOR CURRICULUM MODELS

Current views of reading by teachers, students and the public tend to fall into three relatively distinct clusters and are perceived as falling along a continuum. Their placement on this continuum is determined by what components of the reading process each cluster is willing to exclude from instructional settings. The three clusters have been identified as the graphophonic (sound/symbol) model, the syntactic (skills orientation) model and the whole language (comprehension) model.

In the graphophonic model, language is seen as a pyramid, the base of which is the sound/symbol relationship followed by words and ending at the tip as meaning. Reading in this case is perceived as an extension of oral language because language is learned first as a development of and a manipulation of the sounds of language and of the symbols each sound represents. This is followed by applying this

knowledge to identifying words and finally acquiring meaning. In short, language is broken up into its smallest parts, the sound of each part is learned, then these are put together as words which the student then learns how to read. When he learns a word, he then can apply meaning to it.

The second language model on the continuum is the syntactic (skills orientation) model. This model views reading as one of the components which makes up the language arts program. Other aspects of this program are listening, speaking and writing. The skills orientation model pictures language as a collection of the above four, each section sharing common traits.

This model relies heavily on how words are strung together to make coherent sentences and paragraphs. It involves the use of proper grammar, word order, tense gender and number to do this. In this model new vocabulary is introduced prior to reading. This is an aid for students so when they read orally or silently they are able to do it more fluently and with better comprehension. After reading a selection, comprehension questions are usually asked to test if the reader has gained meaning from his reading.

Follow-up exercises in workbooks are also a part of this model so the student can practice and drill the skill introduced in the reading selection. This model (skill orientation) is based on the premise that reading is a sequential skill mastery process.

The third model on the continuum whole language (comprehension) views reading as one of four ways in which the abstract concept of language is realized. This model's belief is that the systems of language are shared; they are interdependent and interactive aspects of a single process. Language is conceived of as a sphere in this model. The inner core, meaning, is wrapped in the syntactic structure and overlaid with the letter/sound system.

When this model is being used, aspects from all three layers are used simultaneously. Reading, in this model, is always focused upon meaning, it is built up from the oral language base of the reader. It would follow then that the instructors of reading would build upon a student's strong language system when teaching reading. This model would seem to this author to be the most effective of the three which have been presented as it makes use of the accumulative knowledge

of the reader. It is known that almost all children react to their environment in many ways and that by the time they start kindergarten some of them already can read. Many children know the signs of different places such as "Kentucky Fried Chicken" or "McDonalds." By exposure to television commercials and by frequenting fast food restaurants and so forth, children can "read" signs along the highways and streets. By being exposed to good literature from babyhood (if they are fortunate) children are also exposed to the written word in another manner. One of the finest gifts parents can give their children is a love of reading good literature.

It is this author's intent to use a whole language approach and develop a folklore unit on "Cinderella" using this model. By tracing the different variants of the "Cinderella" story across the cultures of different ethnic groups this author will lead the students to the realization that though cultures are somewhat different in some ways they all share the love of a good story.

In whole language three strategies which make use of the cuing systems of graphophonemics, syntax and semantics are predicting, confirming, and comprehending. Readers bring their own feelings and perceptions to the

act of reading. By interacting with the author of the story and their own perceptions, readers are able to gain meaning from what they read. This process, developed in a model by Goodman and Burke (1980), uses the three strategies is used by readers to gain meaning from the text. Readers first select cues from the line of print and predict what is written. This prediction is partly what is seen and partly what readers expect to see. By checking the semantic and syntactic acceptability of the predictions in the context, readers are then able to confirm or disconfirm their predictions as they read.

If readers disconfirm the prediction based upon what is read further on in the selection they have several options open to them; they can rethink their prediction; they can reread what they have read so far, or they can rethink what they have read. Once confirmation has taken place the readers are able to assimilate this information and read on, predicting, confirming or disconfirming as the selection is read. This information is then integrated into the readers' thoughts as they gain meaning. This process is one that is continually occurring as people read. By

predicting, confirming and integrating information as one reads, comprehension of the material takes place.

These procedures can be effectively used in all three models on the continuum. For the whole language program to be effective they should be followed.

Altwerger and others (1987) in their article "Whole Language: What's New?" state that the whole language approach to reading is based on the following ideas: "language is for making meanings and for accomplishing a purpose; written language is language - what is true for language in general is true for written language; the cuing systems of language (phonology in oral, orthography in written language, morphology, syntax, semantics, pragmatism) are always simultaneously present and interacting in any instance of language in use, and situations are critical to meaning."

Language consists of the above features, anyone using language; baby, adult or second language learner, is using all the systems to comprehend the world around them and to make use of language to accomplish this. An example of this is the way babies can use language to communicate to their loved ones their needs. From

the first "goo-goo" "ga-ga" babies make to "da-da," "ma-ma" and so forth, they are communicating and using language. Babies don't have to practice each separate part of language and wait until some future time when all the parts are assembled (graphophonemics) in order to speak. They acquire language through usage and by listening to it being spoken. Language is a natural process, children speak the language of the community, the one they are exposed to. They gain meaning of words as they develop their vocabularies.

Using the whole language approach to reading doesn't mean that other cue systems will be neglected. All the systems will be integrated and used in any activity. Instead of thinking of phonics, grammar, reading, writing and spelling as separate entities, they will all be used in the whole language as an integrated whole process.

In this project the author will use various strategies using the whole language model to accomplish the goals of the project. While more emphasis will be in the whole language area, there will be activities in the other two areas which the children will be involved in. Some activities, using the whole language model,

which the children will do are suggested writing activities, pre-and-post discussion of the story, enrichment activities (in art) readers' theater and other dramatization, and other activities which focus on large segments of language and not just individual sounds and words. The Curriculum Features section has a full list of all the whole language activities which the children will be involved in as they study the unit on the folktale, "Cinderella."

MATERIALS

Materials needed for this project are readily available at the school site. One expense which the instructor may incur is in the science lesson but that should be minimal at the least.

It may involve time for instructors to locate the different variants of the literature if they follow a specific theme as this author did. As the selection of the theme in this project is up to each individual reader, they are free to pick any of the activities which are appropriate to their needs. A bibliographical listing of many of the "Cinderella" variants is to be located in the bibliography.

Finally, it is recommended that instructors

acquire a classroom library for the students. This author has acquired books by using the "bonus points" collected when children order books through commercial book clubs. These book clubs also give free books as a prize when orders are made. A revolving bookrack was obtained in this manner and is used in the reading center in this author's classroom.

RESEARCH AND EVALUATION

This author's school is a new one which just opened its doors in September, 1986. It is a primary school which houses kindergarten, first and second grade students. There are currently eight teachers in each of the grades for a total of twenty four. These are approximately 55% majority students and 45% minority students. The socio-economic status of the families whose children attend this school varies from upper class to middle and lower class.

The classroom under consideration for this project is composed of thirty students whose ethnic background is primarily Hispanic as it is a bilingual classroom. About one-third, 33% of the class is English speaking and two-thirds are Spanish speaking. In this classroom instruction is conducted in both English and Spanish,

with emphasis on English as a second language being one of the goals set forth. Children are taught in their primary language until they attain fluency in their own language. At grade three or four, if they are able, they make a transition to English. If all their skills are learned in their primary language first it makes the transition easier as they just transfer these skills to English.

To assess the success of this project several things should be done. One of these is to examine how the student feels about reading. An informed reading survey could be done using a teacher made assessment form. It would be a simple one for the primary grades and a more complex one for the upper grades. In the second grade in which this project is to be implemented this survey would be in both English and Spanish to reflect the population of the students. This would be a pre and post project survey. There is a sample of this survey in the appendix. Teachers in the upper grades could develop their own survey.

The school district which this author is a part of uses the Harcourt Brace Javanoch Bookmark Reading Program. The components of this program include a core

component, readiness materials, classroom libraries and a management program of tests.

The core component consists of the students readers, consumable skills books and teachers editions. The readiness materials consist of a consumable workbook and a kit called "Language Activity Kit" which has games, alphabet letters, puppets, cassettes and so forth to be used to develop oral language in the primary grades. Classroom libraries also have book collections which are geared to encourage the child to interact with books more often. The management component consists of placement tests, periodic tests culmulative tests and pupil record charts. These tests are to be used for reading level placement, diagnosing and prescribing for each unit and for end-of-level tests. The Pupil Record Charts record each student's record of achievement in reading skills.

While it is hoped that each teacher uses the HBJ reading program, other types of instruction can also occur. While the principal suggests that the adapted series be used, there are other alternatives which are allowed. Many teachers use the whole language approach, some use language experience and others use a phonic

program. S.R.A. kits are available for use and some teachers subscribe to Scholastic News or Weekly Reader. There is also a district media center available for all teachers use.

In order to assess what other classes are doing in this school, a Teacher Survey was developed. This survey revealed that some of the teachers team teach in first and second grades for some subjects and others prefer to be self-contained. Several use the whole language approach to reading while others use the adopted basal exclusively. The school does have the classes set up so each teacher has only certain reading levels; this author has level five in the HBJ Program and all levels in the Santillan Reading Series, which is the Spanish language adopted basal for this school district.

Most K-2 teachers include phonic instruction in their reading and language curriculum. Most teachers do creative writing frequently. Many of the classrooms have children's work displayed on the bulletin boards around the room. Most of the teachers read a story every day to their children in order to help them develop an appreciation of fine literature.

The goals of this project, being subjective, have

no concrete means of being measured as it is difficult to ascertain if the children have developed an awareness of the sameness of different ethnic groups. The instructor could observe to see if the children are more tolerant of others, parents could also observe. The children's remarks may also be an indicator of this. It is this author's opinion that if children are taught to be tolerant of others at an early age, they remain so as adults. The surveys included in this project evaluate only the children's opinions of reading not tolerance towards others. It is hoped that they will become aware of the similarities among different cultures as they perform the lessons and study the different countries noting, as they do this, that literature is one way to develop an awareness of these similarities.

As the children perform the lessons the instructor can evaluate how they write, create and read as there is much of these activities in this project. It is the contention of this author that improvement will take place in reading and writing as a result of this project. When the state standardized test is given in the spring it is expected that there will be marked

gains in performance over the previous year's scores due to the involvement in this project. By comparing one year's scores with the following year's improvement should be noted.

REPORTING PROCEDURES

The reporting procedures for this project should be no different than those used by most teachers.

Report cards are sent home on a quarterly basis, the district this author works in has spaces for comprehension, skills, language (oral and written), spelling, handwriting, mathematics, science, social studies, health, physical education, art and music. The grades range from O - for outstanding, S - for satisfactory, I - for improving and N - for needs to improve. The first report card is given to parents during parent conference time in the fall, it is then sent home on a quarterly basis for the remaining three quarters. Weekly progress reports are also sent home by some of the teachers at this school. These allow the parents to note what their children accomplished during the week and also point out areas where help may be needed.

This school also sends a school newsletter home

once a month to keep the parents aware of school events. It also has "Open House" where parents and instructors can discuss and evaluate the programs being used and offer suggestions for improvement where needed.

The student survey mentioned in another section can be used as a pre-and-post project survey. It is given before the project has started and then again when it is completed. If points are given for each column such as three points for the left column, two points for the middle column and one point for the right column, the pre-project scores being subtracted from the post-project; if there is an increase in the scores it may signify that the children have begun to develop an awareness that good literature is fun to read. These scores can be graphed so they can be easier to evaluate; each child should have their own graph.

Reporting to parents on children's progress is very necessary as communication must exist between the school and the home. Only by doing this can parents be aware of the progress being made by their children or if they are having difficulties which must be addressed. As children are the main concern of the school and the home, everything which benefits them should be done so

they receive the best education possible. They are our future so they deserve the best education we can give.

LIMITATIONS OF THIS STUDY

This project proposes using a whole language approach in developing a thematic unit using folktales as the main emphasis. This project does not provide formal criteria for evaluation. If the children do get enjoyment and knowledge from this project then the project's goals will have been met.

Although this project discusses and provides strategies of the whole language approach on the continuum, it is not a complete handbook of teaching strategies for this area on the continuum. Little emphasis has been placed on the graphophonemic and skills areas on the continuum, though there is one exercise in each area noted in the appendix. Whatever was done or not done to satisfy the whole language approach would have some effect on the graphophonemic and skills areas of the continuum as they are closely related to each other.

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APPENDIX	Pages
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READERS THEATRE

Three Little Seeds

There were one, two, three little seeds. Ben had one. Ann had one. And I had one. We planted them in one, two, three little pots. Ben planted one. Ann planted one. And I planted one. We gave them water every two days. Ben watered his. Ann watered hers. And I watered mine. We put them in by the window in the sun. Soon there were one, two three little plants from the three little seeds. We watched them grow. Ben watched his. Ann watched hers. And I watched mine. We pulled the weeds around our three little plants. Ben pulled his weeds. Ann pulled her weeds. And I pulled mine. We planted and we watered. We pulled weeds and we watched. Then one day ... there were one, two, three little flowers. Then there were four, five, six little flowers. Then there were nine flowers! And then there were ten. We didn't think there would be so many flowers. Not from just one, two, three little seeds. Ben didn't think so. Ann didn't think so. And I didn't think so. DID YOU?

"My City" Bank Street Readers

Adapted for Readers Theatre

by Nellie D. Hernandez

Three Little Seeds

Narrator 1

Narrator 3

Narrator 5

Narrator 2

Narrator 4

N5 We would like to present Three Little Seeds

N1 There were one

N2 two

N3 three

N4 little seeds

N2 Ben had one

N1 Ann had one

N3 and

N4 I had one

N1 Ben planted one

N2 Ann planted one

N3 and

N4 I planted one

All We gave them water every two days

N1 Ben watered his

N2 Ann watered hers

N3 and

N4 I watered mine

All We put them in the window in the sun.

N5 Soon there were

N1 one

N2 two
N3 three
N4 little plants
N5 from the
N4 three little seeds
All We watched them grow
N1 Ben watched his
N2 Ann watched hers
N3 and
N4 I watched mine.
All We pulled the seeds around our
N4 three little plants
N1 Ben pulled his weeds
N2 Ann pulled her weeds
N3 and
N4 I pulled my weeds.
All We pulled the weed
N3 and
All we watched.
N5 Then
N3 one day
N1 there were one
N2 two
N3 three

N4 little flowers.
N5 then
N3 there were
N1 four
N2 five
N3 six
N4 little flowers.
N5 Then
N3 there were
N1 nine
N4 little flowers
N3 And
N5 then
N3 there were
N4 ten
All We didn't think there would be so many flowers.
N5 Not from just
N1 one
N2 two
N3 three
N4 little seeds
N1 Ben didn't think so.
N2 Ann didn't think so.
N3 and

N4 I didn't think so.

All Did you?

Adapted from "My City"

Bank Street Readers by

Nellie D. Hernandez

Science-pumpkin seeds

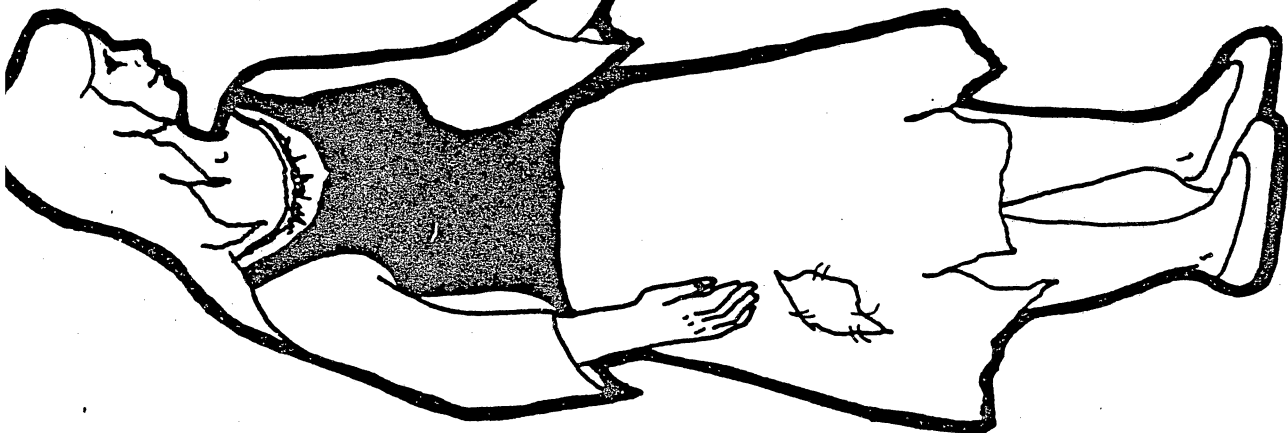
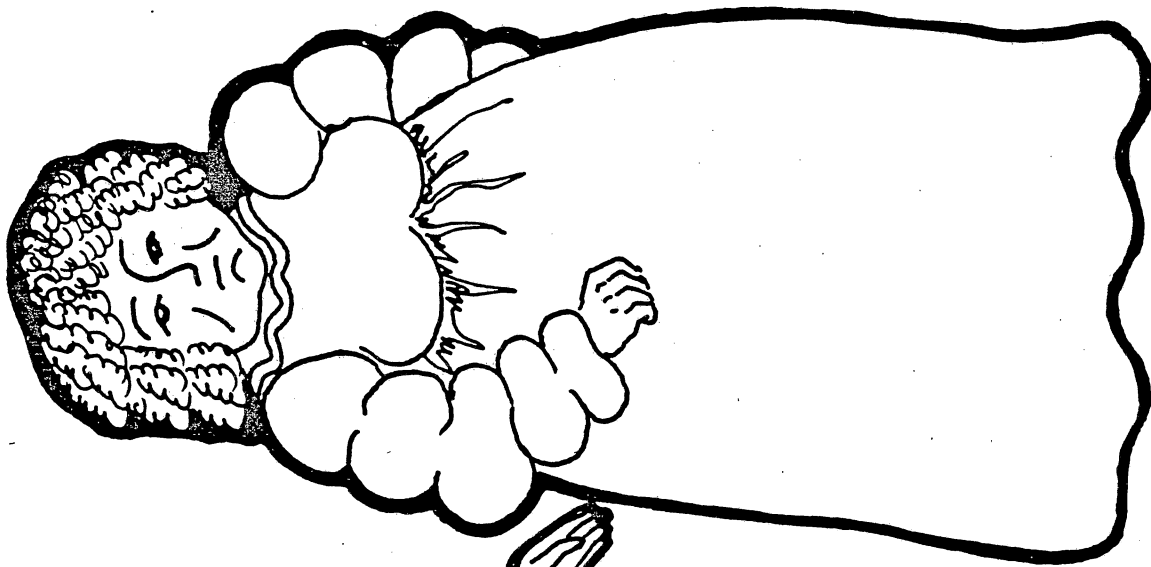
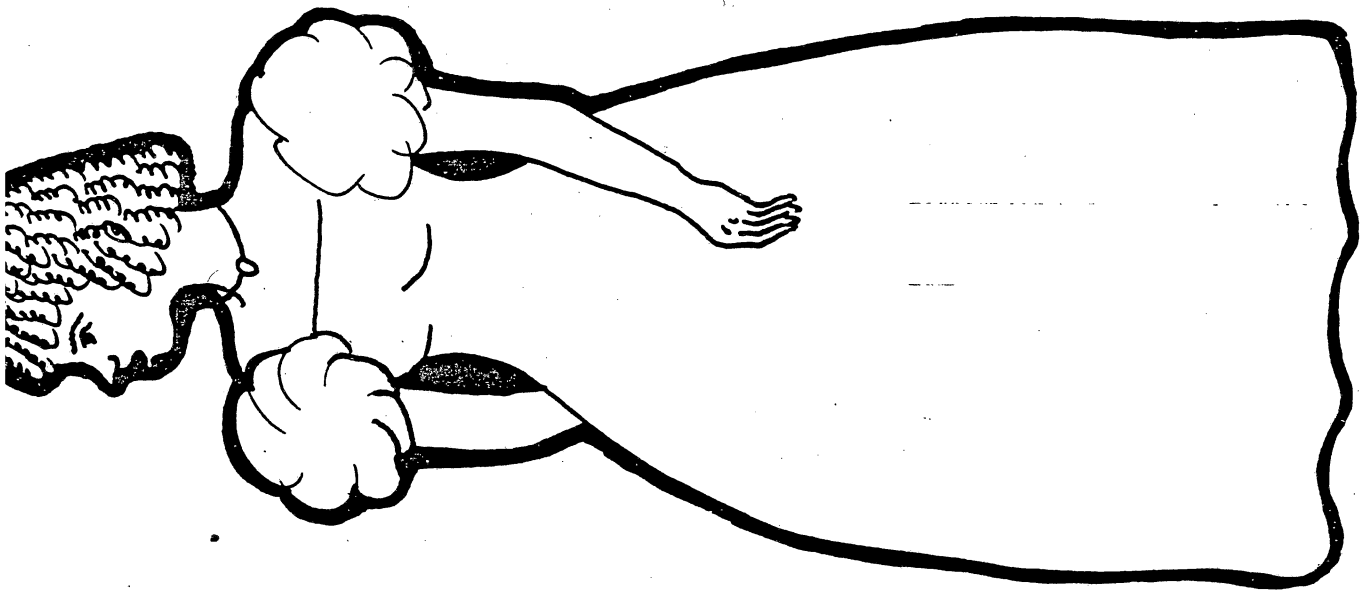
An example of a cinquain

Cinderella

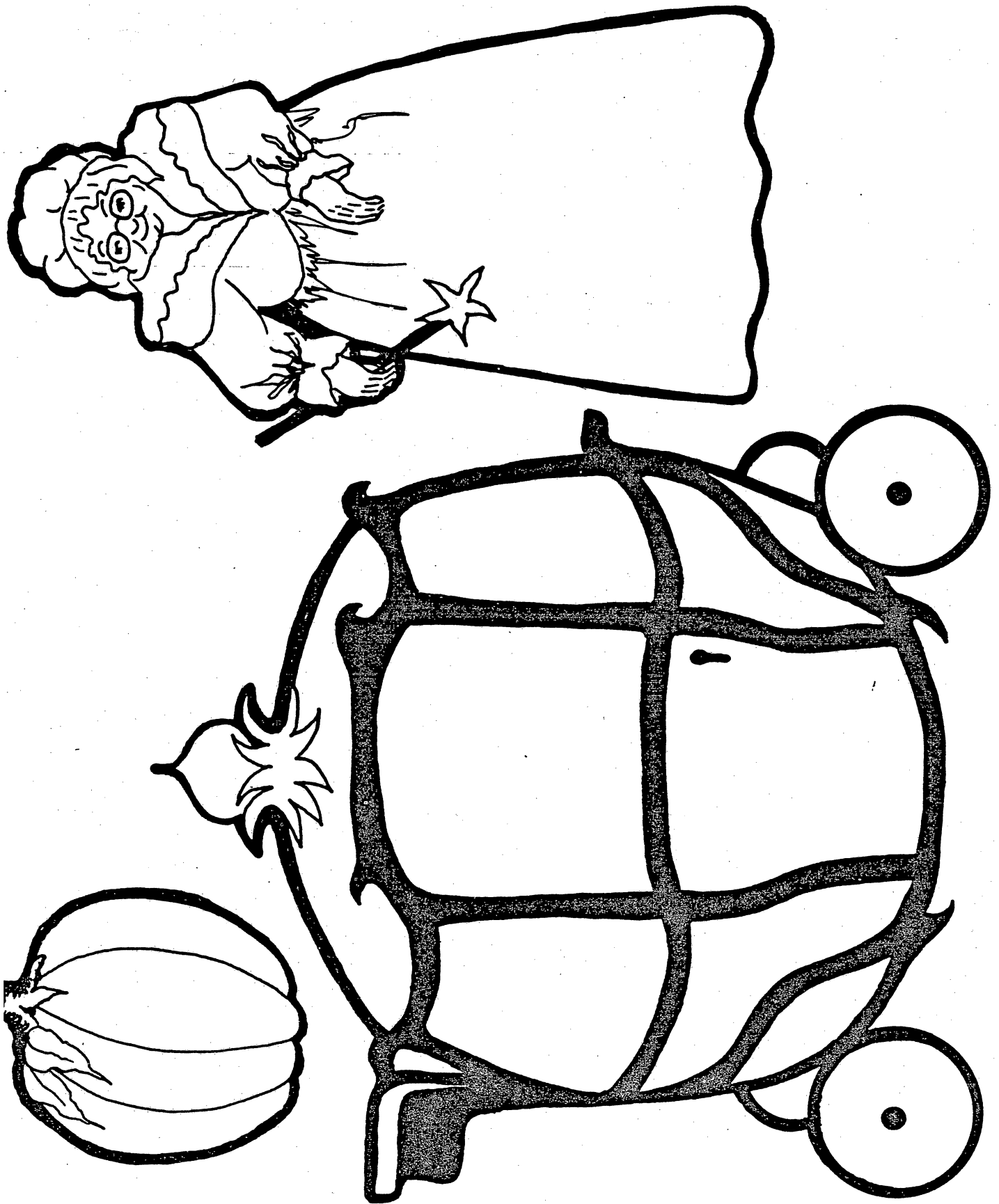
Alone, beautiful
Working, Crying, Dancing
Caring, sad, happy
Princess

By Nellie D. Hernandez

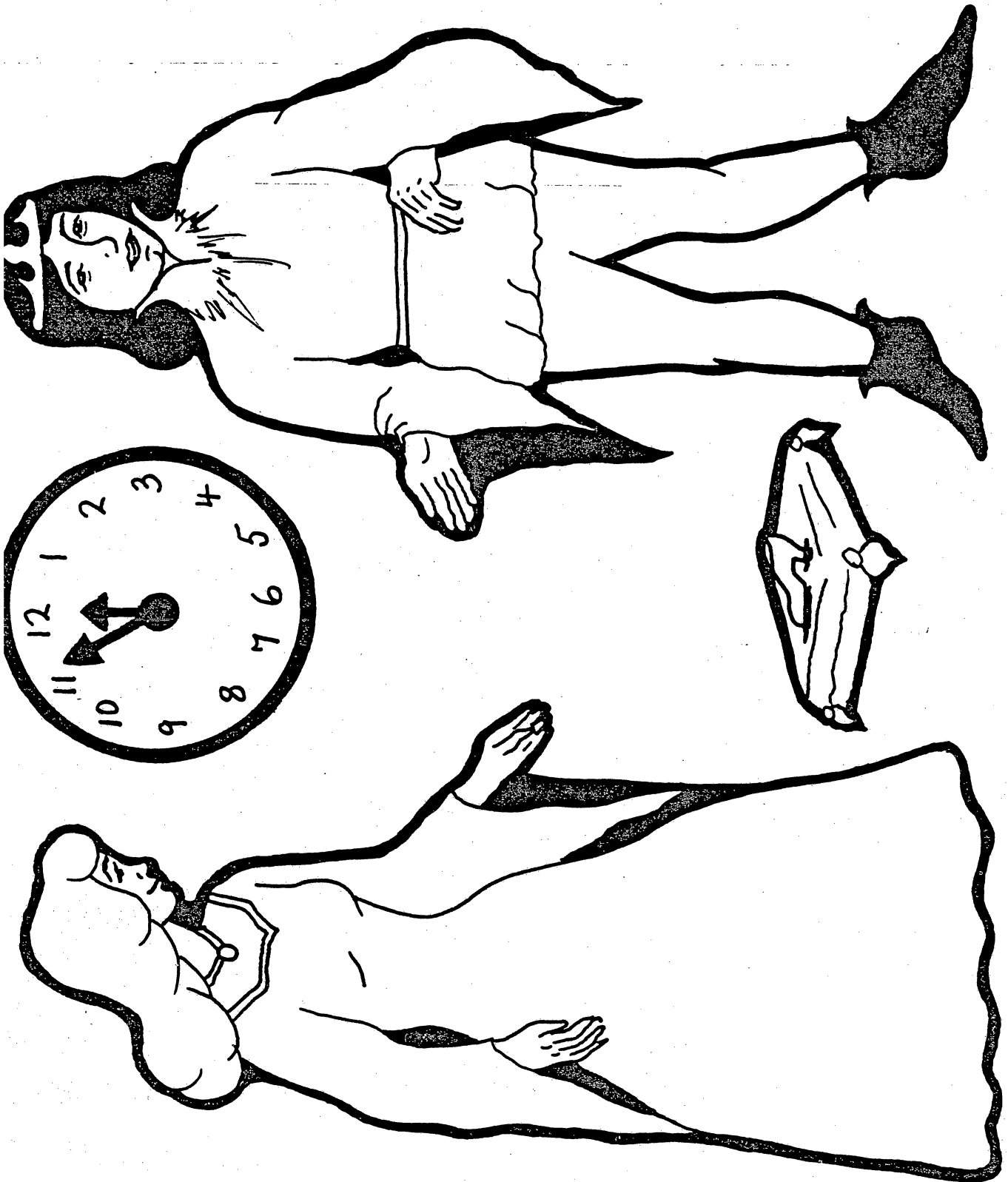
Cinderella (6)



Cinderella (7)



Cinderella (8)

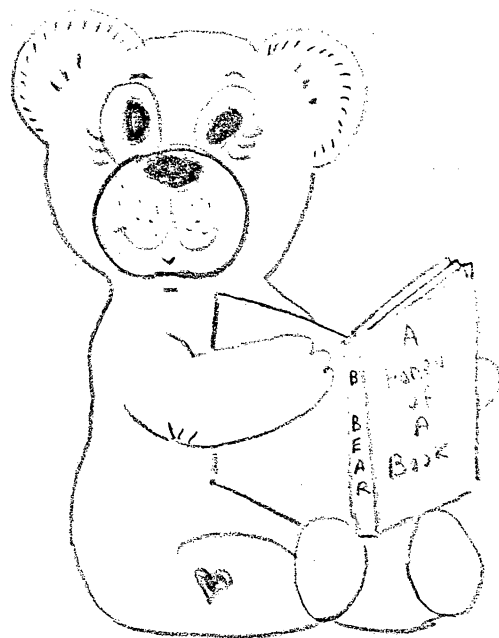


Vifty 'n Easy Book Making

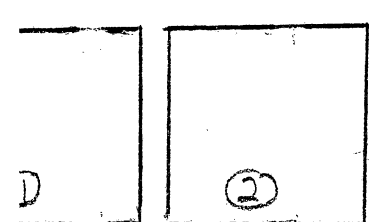
Materials Needed!

- 2 Card board (lightweight) or Tag board
- (Colored "tag" is
- 2 Plastic tape
- 2 Paper - for pages
- Stapler

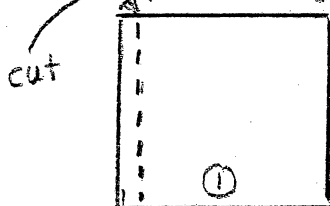
Directions



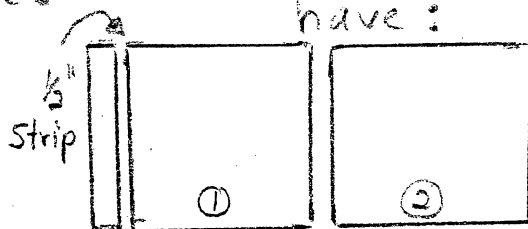
cut 2 pieces of tagboard
(Both the same size)



② Cut a $\frac{1}{2}$ " strip from one piece



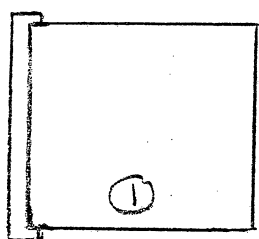
③ Now you have:



Use your tape...
tape the $\frac{1}{2}$ " strip
to piece ①
tape on one side only

⑤ Trim top edges of tape.

⑥ Place ① and ② together
(taped side down)

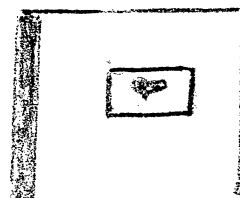
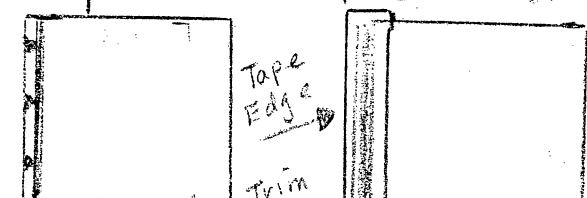


⑦ Add pages to your "book."

⑧ Staple your book together...on the $\frac{1}{2}$ " strip.

⑨ Cover the edges with tape. (Wrap to backside)

⑩ Clip all tape ends.



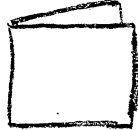
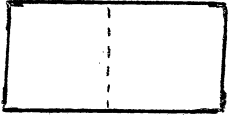
your Nifty'n Easy Book is Complete

Super Simple Bookbinding

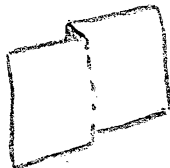
Claine Kuttner
B.U.S.D.
Lavern Hts. School

This binding is good for a book of 50 pages or less.
Construction paper, tagboard, or any fairly strong paper will do.
Height of cover should be 1" greater than pages. Figure length by
doubling page width plus 2".

Bring ends of paper together and crease to make a centered
fold line.



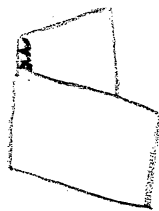
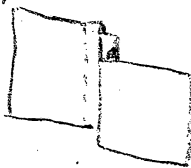
About $\frac{1}{2}$ " from the creased center line, fold the cover back upon
itself and crease in another fold.



Do the same to the back cover. (It should look like a big "W".)



Fold both covers back upon themselves one more time (still $\frac{1}{2}$ " wide).
The book spine should now form a little "w".



Open the cover and insert the pages between the ridges of
the inside spine. Fasten with staples through the inner part of
the "w".

Another option would be to use a hole punch and insert
brass brads through the inside ridges.

Spine Reinforcement! Cut a strip of tape 1" or wider, about
1 inch longer than the spine. Split the over-lap $\frac{1}{2}$ " of
tape on the "spinal" fold at top and bottom, and stick
down to the inside of your cover.

Hooray!

You did a
"heavy" good
job!



Leporello

Book Making

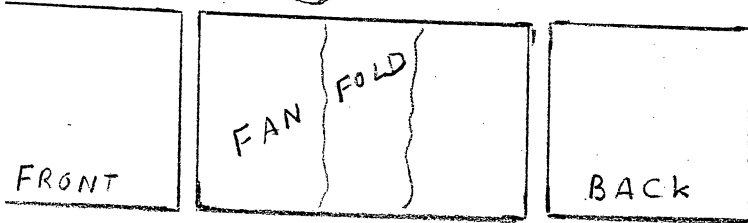
Materials:

♥ Chipboard

♥ Fabric

♥ Construction Paper

♥ Tacky Glue



Directions:

1. Cut 2 pieces of chipboard (any heavy cardboard is fine)

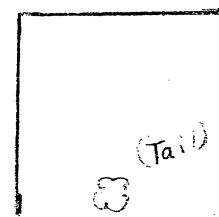
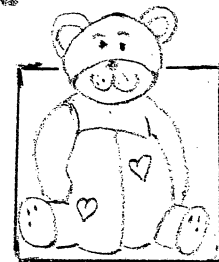
2. Cover the chipboard with fabric.

3. Fan fold a strip of construction paper to use as pages.

4. Glue the fan folded paper to the fabric covered chipboard.

Your completed Leporello will resemble an accordion. You can add a great story and creative pictures.

Suggestion ... Add a "shape" to the front ...
...oops... don't forget the back!



CLOZE PROCEDURE ACTIVITY

(Maze cloze-content words)

Directions: Put a circle around the word that makes the sentence correct.

1. Cinderella had to work, her stepsisters had all the _____.
flowers fur fun

2. Her stepsisters went to a dance but Cinderella could _____ go.
pot not got

3. Cinderella had no pretty gown so she began to _____.
cry fry buy

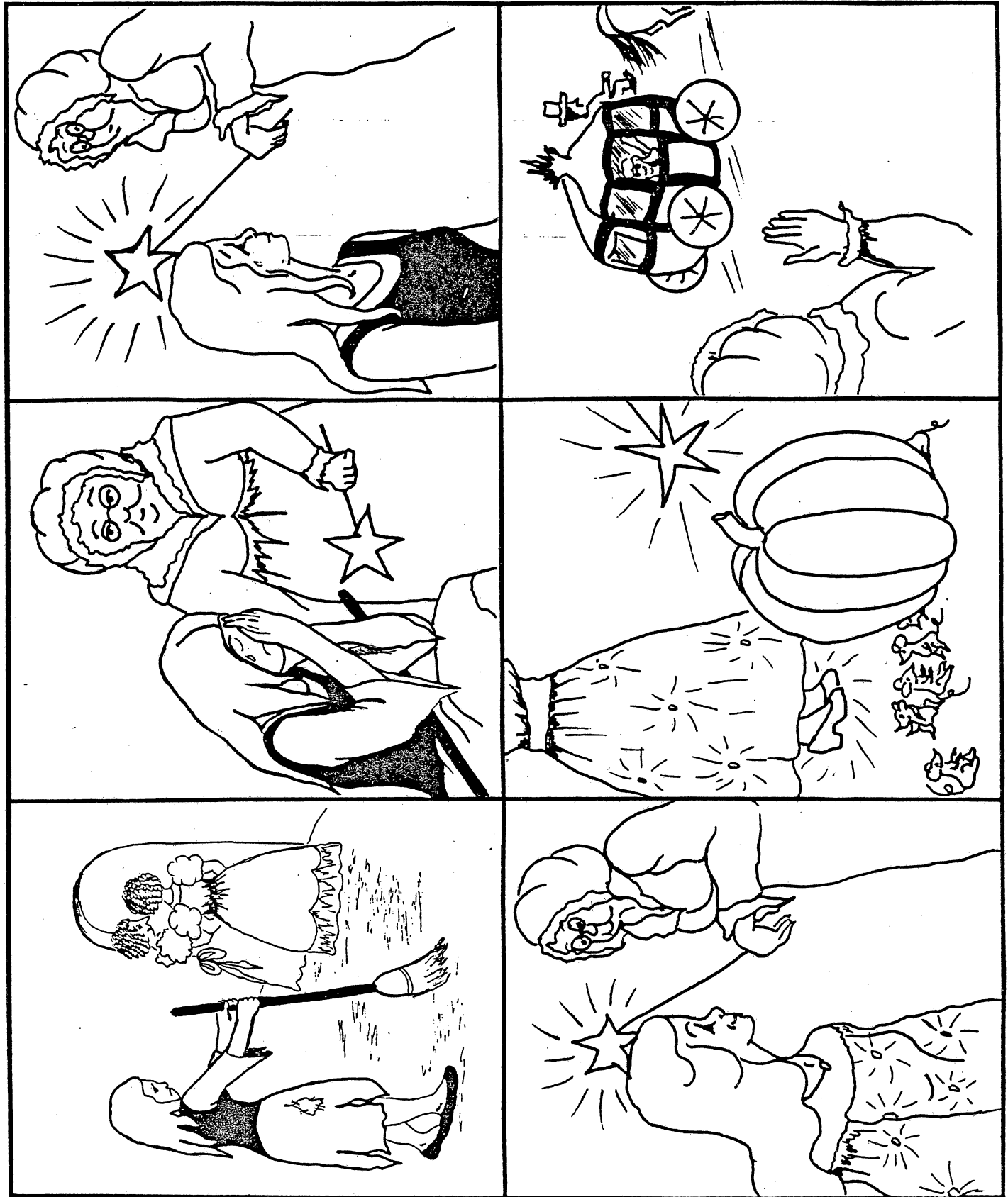
4. Cinderella's fairy godmother helped her by granting all her _____.
shoes wishes dishes

5. Cinderella was the most beautiful girl at the prince's _____.
coat dance hat

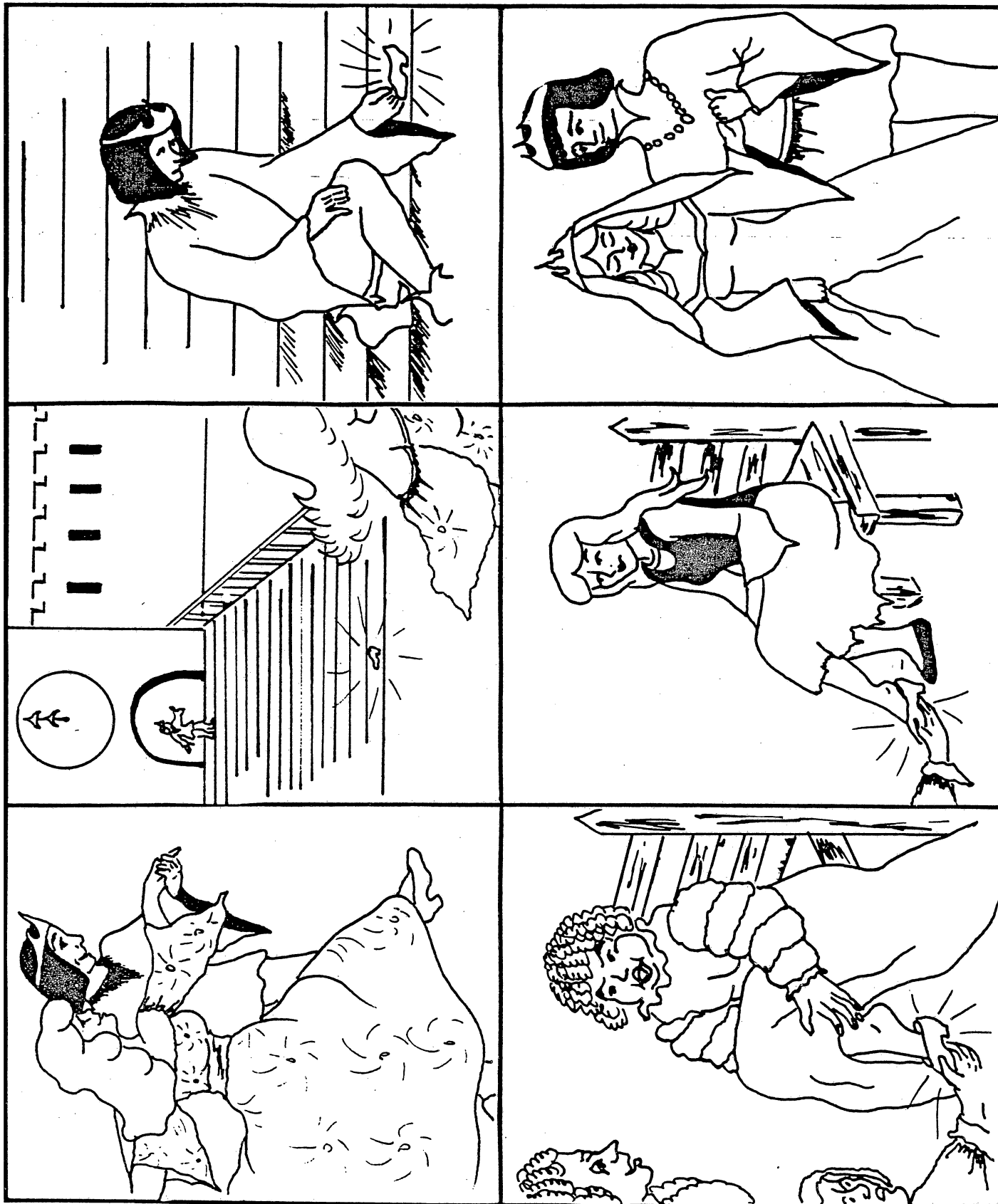
6. Cinderella ran away from the prince and lost her _____.
book cat shoe

7. Cinderella and the prince fell in love and got _____.
sick married cold

Cinderella (4)



Cinderella (5)



LISTENING CENTER

Directions for completing the worksheet:

Color two hexagons red

Color one hexagon blue

Color one hexagon yellow

Color one hexagon green

Color the two small ovals green

Color the large oval purple

Color one diamond blue

Color one diamond yellow

Complete the crown by coloring it the color you want.

LISTENING CENTER

Directions in Spanish for completing the worksheet:

Colorea un hexagono rojo

Colorea un hexagono azul

Colorea un hexagono amarillo

Colorea un hexagono verde

Colorea los ovaes pequenos verdes

Colorea el ovalo grande morado

Colorea un deamante azul

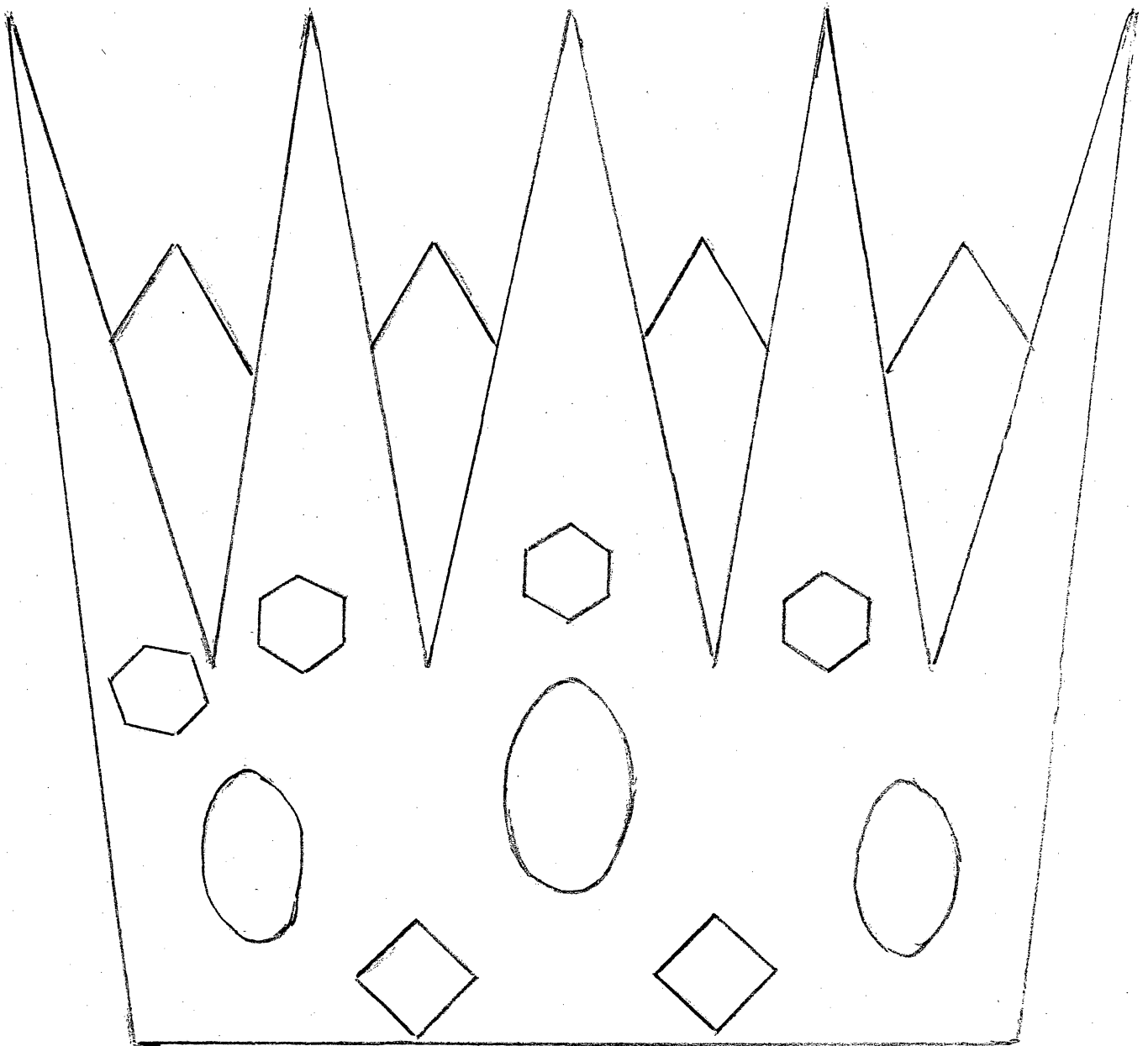
Colorea un diamante amarillo

Completa el coroneto coloreandolo como Uds. desean.

Name _____

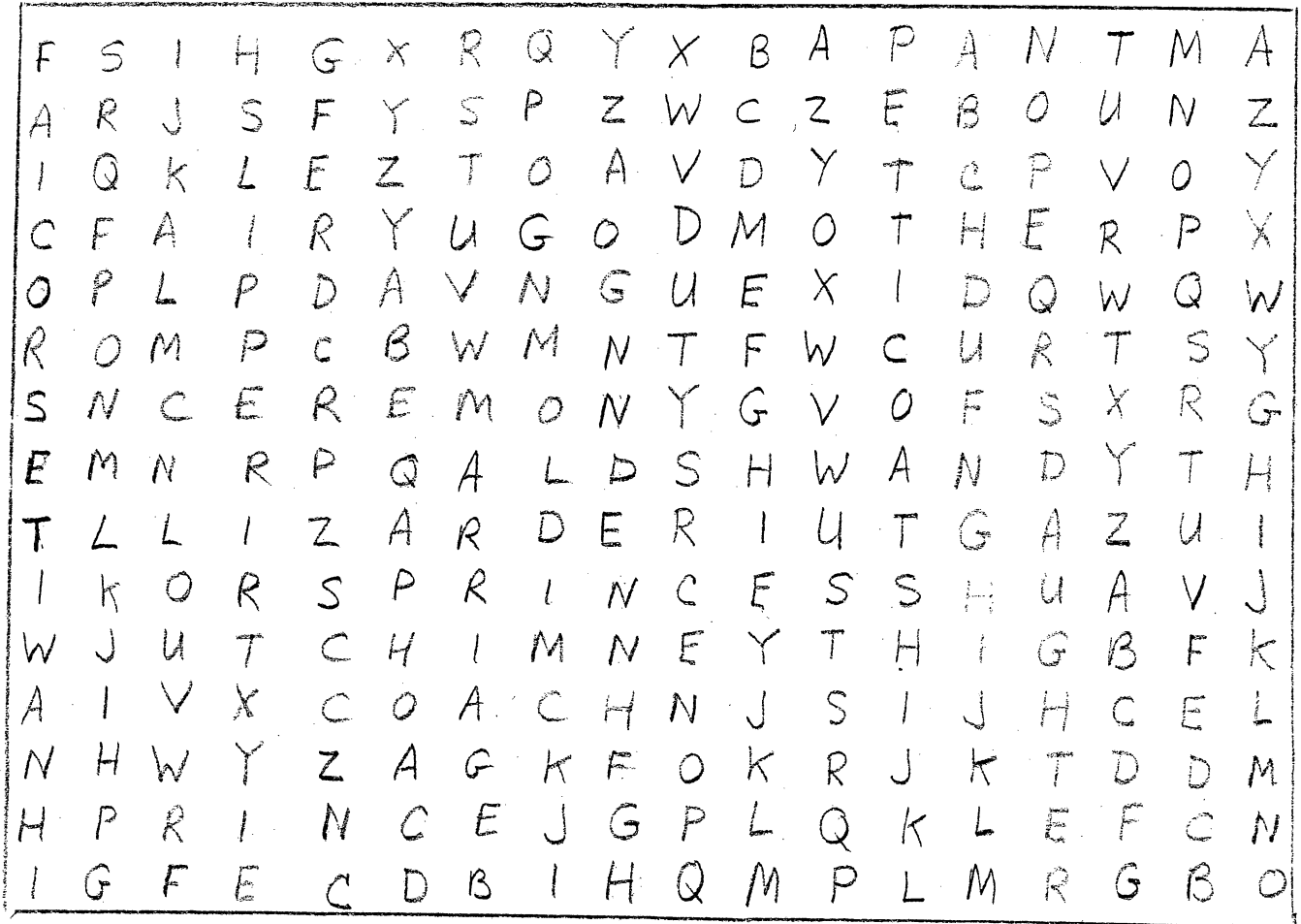
THE PRINCE'S CROWN

Color the jewels on the crown.



CINDERELLA

WORD SEARCH



Directions! Look for the following words in this word search:

- | | |
|--------------------|---------------|
| 1. wand | 9. daughter |
| 2. lizard | 10. ceremony |
| 3. slipper | 11. complain |
| 4. fairy godmother | 12. gentleman |
| 5. Prince | 13. chimney |
| 6. petticoat | 14. corset |
| 7. curtsy | 15. Princess |
| 8. coach | 16. marriage |

BU SCA PALABRAS de

La Cenicienta

P	R	I	N	C	D	E	S	A	M	A	D	R	C	Z	A	P	T
S	A	L	U	D	O	S	A	C	V	U	X	J	B	O	D	L	P
A	Z	A	Q	A	D	T	C	O	C	H	E	U	Z	A	P	A	T
L	U	B	U	V	H	O	E	P	R	I	N	C	E	S	A	R	M
U	B	C	E	W	I	T	R	B	D	J	C	V	E	T	D	G	A
O	D	D	J	X	J	S	E	H	E	P	H	I	N	L	C	A	D
H	W	H	A	D	A	R	M	A	D	R	I	N	A	A	B	Z	R
A	V	F	R	A	D	B	O	D	A	I	M	J	G	G	F	S	I
D	Y	G	S	B	E	P	N	M	C	N	E	A	U	A	W	R	S
X	B	H	E	C	E	O	I	N	P	C	N	V	A	R	I	T	A
Z	A	P	A	T	I	L	L	A	G	R	I	E	F	S	T	P	Q
B	K	I	L	J	H	N	D	A	I	P	A	G	C	O	R	S	E
D	I	S	O	I	S	E	Ñ	O	R	E	S	H	J	L	N	T	W
J	O	C	W	K	L	M	E	M	E	X	O	I	K	M	O	U	X

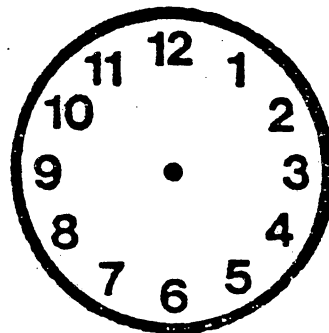
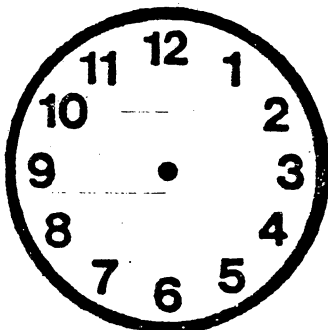
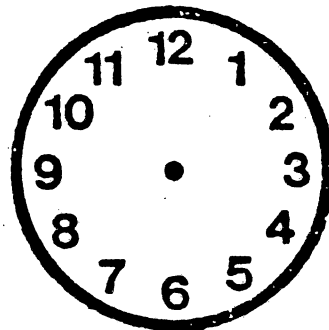
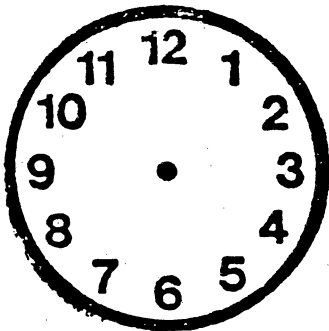
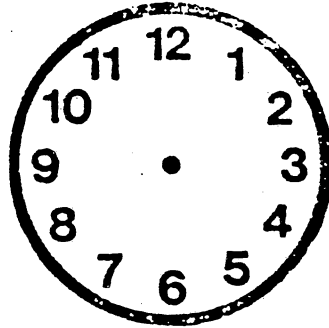
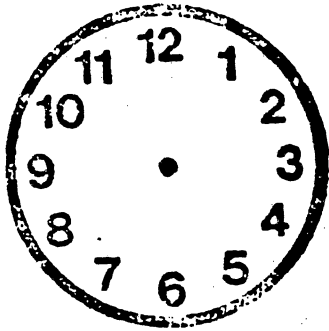
Direcciones: Busca las siguientes palabras en esta busca palabras

1. varita
2. largarto
3. zapatilla
4. hada madrina
5. Principe
6. enaguas
7. saludo
8. coche
9. hija
10. ceremonia
11. quejarse
12. señor
13. chimenea
14. corse
15. Princesa
16. boda

Name _____ Date _____

What time is it?

¿Qué hora dice cada reloj?

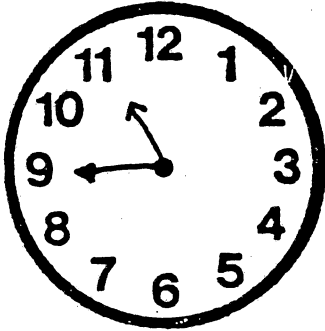


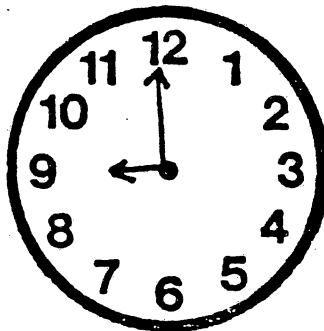
Name _____ Date _____

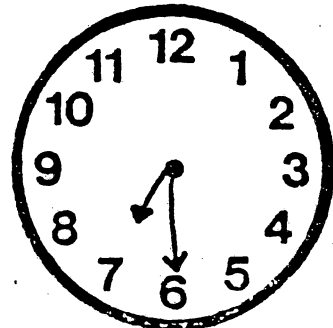
Cinderella had to know how to tell time.

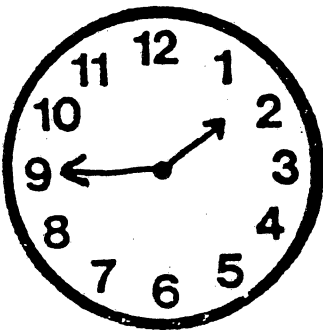
What time is it?

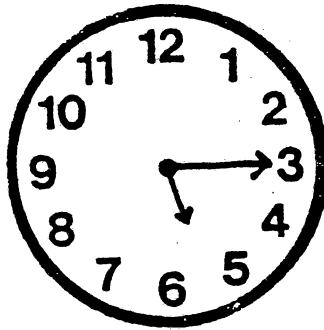
¿Qué hora dice cada reloj?

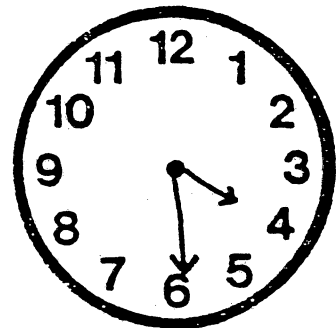




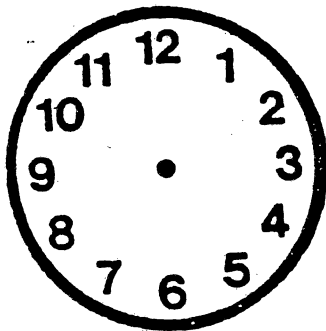




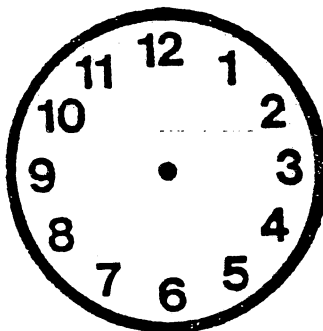




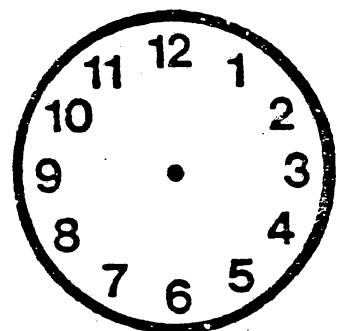
Show the time:



1:45



11:30



2:15

Primary Reading Attitude Survey

Direcciones: Colorea la cara que indique como Ud. siente después de oyer cada oración que su maestro/a se lee.

Puedo leer muy bien.



Me gusto oyer la maestra leyendo.



Enseño muchas cosas nuevas cuando leo libros.



Me gusta ir a la biblioteca.



Me gusta el tiempo de S.S.R.



Creo que la lectura es importante.



Creo que los libros en nuestro salón son muy interesantes.



Nombre _____

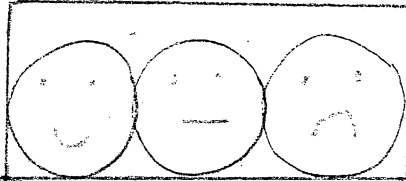
Fecha _____

PRIMARY READING Attitudes

SURVEY

Directions: Color the face which tells how you feel after your teacher reads each sentence.

I am a good reader.



I enjoy listening to the teacher read.



I learn about many new things in books.



I enjoy going to the library.



I like S.S.R. time.



I think reading is important.



I think the books in our classroom are interesting.



Name _____

Date _____

TEACHER SURVEY

Dear K-2 teachers,

Please help me gather data for my master's project in reading by answering this short survey. Any ideas or input would be greatly appreciated.

Thank you so much for your help. The completed forms can be put in my box or a child can bring them to

Thanks again,

Nellie

1. How many reading groups do you have? _____
2. How many reading groups do you meet with each day? _____
3. Do you team with other teachers? _____

If yes, describe briefly _____

4. What are some activities you do with your reading groups as an alternative to round robin reading?

5. What are some alternatives to oral reading which you might like to try? _____

Name _____ Date _____

TEST

Directions: Mark the smiling face if the answer is true.
Mark the sad face if the answer is false.

1. Cinderella's stepmother was very nice to her.



2. Cinderella never did any house work.



3. Cinderella's godmother helped her go to the ball.



4. Cinderella's godmother turned a pumpkin into a beautiful coach.



5. The prince thought Cinderella was beautiful.

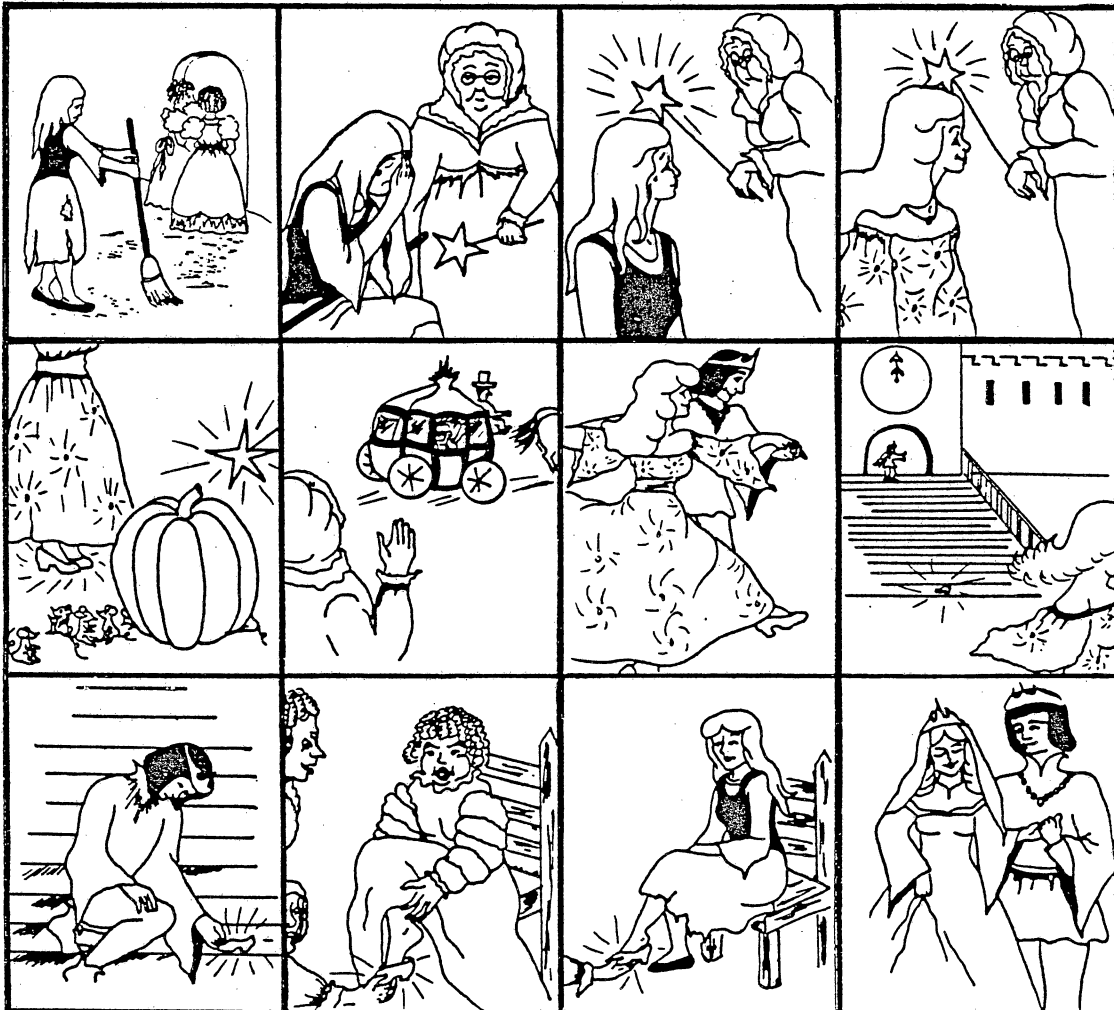


6. Cinderella was nice to her step-sisters.



Cinderella (1)

Cinderella worked all the time. Cinderella's stepsisters had fun. Cinderella's stepsisters went to a dance. Cinderella wanted to go too. She couldn't go. Cinderella was sad. A fairy godmother helped Cinderella. The fairy godmother used a magic wand. She made a pretty dress. She got a pumpkin and made a coach. She got some mice and made horses. Cinderella went to the dance. She danced with a prince. Cinderella stayed late. She stayed too late. Cinderella ran home. She lost her shoe. The prince found her shoe. He looked for Cinderella. He couldn't find her. The prince kept her shoe. Her shoe was little. Each woman put it on. It didn't fit. Then Cinderella put the shoe on. It fit Cinderella. The prince was happy. Cinderella married the prince.



Cinderella (2)

Cinderella worked very hard. Cinderella worked all the time. Cinderella never went out. She had to stay home and work. What did Cinderella do?

Cinderella's stepsisters went to a dance. They had pretty dresses. Her stepsisters wore pretty dresses to the dance. Where did Cinderella's stepsisters go?

Cinderella wanted to go too. She wanted to go to the dance. Cinderella was sad. She didn't have a pretty dress. Her clothes were old and torn. Did Cinderella have pretty clothes?

A fairy godmother saw Cinderella. She saw Cinderella crying. The fairy godmother wanted to help Cinderella. Who saw Cinderella?

The fairy godmother had a magic wand. She used the magic wand. She made a beautiful dress. The dress was for Cinderella. What did the fairy godmother make?

The fairy godmother used the magic wand again. She used it on a pumpkin. And she used it on some mice. What did she use?

The pumpkin turned into a coach. The fairy godmother made a coach. The pumpkin became a coach. What happened to the pumpkin?

The mice turned into horses. The fairy godmother used the magic wand to make horses. She changed the mice into horses. What happened to the mice?

Cinderella went to the dance. She danced with a prince. Cinderella and the prince danced and danced. What did they do?

Cinderella had to go home. It was late. It was midnight. Cinderella had to be home by midnight. Cinderella was late. Where did Cinderella have to go?

Cinderella ran away. She ran fast. She lost her shoe. Cinderella lost her beautiful glass shoe. What did Cinderella lose?

Cinderella (3)

The prince found the shoe. He found Cinderella's glass shoe. The prince found the shoe that Cinderella lost. Who found Cinderella's shoe?

The prince looked for Cinderella. He wanted to marry Cinderella. The prince looked everywhere but couldn't find her. What did the prince do?

The prince had Cinderella's shoe. Her shoe was little. It didn't fit anyone. Each woman tried to wear the shoe. The shoe was too little. Was Cinderella's shoe very big?

Then Cinderella put on the shoe. The shoe fit. The glass shoe fit Cinderella perfectly. What did Cinderella do?

The prince was happy. Cinderella was happy. Cinderella married the prince. What happened to Cinderella?

Comprehension Questions

Why did Cinderella stay home all the time?

Who helped Cinderella go to the dance?

How did the fairy godmother make Cinderella's dress?

What did the fairy godmother do to the pumpkin?

What did the fairy godmother do to the mice?

Did Cinderella have a good time at the dance?

Why did Cinderella run away?

What did Cinderella lose?

Who found Cinderella's shoe?

Did the prince want to see Cinderella again?

How did the prince find Cinderella?

What happened to Cinderella and the prince?

CINDERELLA

1. Information about the author

Charles Perrault was a French writer born in Paris in 1628. He first studied law and then worked under his brother Pierre, writing verse and poems. He was elected to the Academie Francaise in 1671. He died in Paris in 1703.

Other books by Charles Perrault: _____

LITTLE RED RIDING HOOD

PUSS IN BOOTS: a free translation from the French

THE SLEEPING BEAUTY

THE TWELVE DANCING PRINCESSES

BEAUTY AND THE BEAST

11. About the Story

After Cinderella's mother died, her father remarried a woman who had two children of her own. Her stepmother and two daughters were very jealous of Cinderella's beauty and charm. They were very mean to Cinderella. They made Cinderella do all the household chores. In spite of this, Cinderella was still very nice to her step-mother and step-sisters. The king invited everyone to a ball. Cinderella helped her step-sisters prepare for the ball. She was very sad, though, because she had no clothes to go herself. Her godmother helped her with this. She dressed Cinderella beautifully. She changed a pumpkin into a fine coach, a rat into a coachman, 6 lizards into footmen and 6 mice into horses. This spell would only last until midnight. At the ball the prince found Cinderella beautiful. She was having so much fun she forgot about the time. At the stroke of midnight she lost a glass slipper in her haste to run out. The prince found out the slipper fit Cinderella. The prince married Cinderella.



VOCABULARY

curtsy
gentleman
daughter
marriage
ceremony
coach

complain
chimney
petticoat
corset
wand
lizard

QUESTIONS:

Knowledge:

1. List the main characters in the story.
Answer: Cinderella, Stepmother, two step-sisters, Godmother, the prince.
2. Draw a picture of what Cinderella's fairy godmother used to work her magic tricks with.
(a wand)
3. Draw a picture of what the fairy godmother made Cinderella's coach from.
(a pumpkin)
4. Draw a picture of your favorite character.
5. Tell where the story takes place.
Answer: In Cinderella's house, outside Cinderella's house, and at the king's castle.
6. What happens at the very beginning of the story.
Answer: Cinderella does all the work for her step-mother.
7. What happens at the end of the story?
Answer: Cinderella and the prince got married.
8. Do the word search in the student booklet to practice the vocabulary words.

Comprehension:

1. How did Cinderella get her name?
Answer: Because it was her job to clean the fireplaces and she always got dirty from the cinders.
2. Write a paragraph to tell what the story was about.
Answers will vary.
3. Draw a picture of what you think is the most important thing that happened in the story. Write a sentence to go with your picture. Answers will vary.

4. How did Cinderella feel when her step-sisters went to the ball without her?
Answer: very sad

Application:

1. What would you do if the step-sisters came to your classroom?
Answers will vary.
2. Would you be mean to Cinderella like her step-sisters were?
Answers will vary.
3. If you were Cinderella, how would you feel if your step-sisters were mean to you?
Answers will vary.

Analysis:

1. Could a pumpkin really be turned into a coach?
Answer: No
2. Name some other things that couldn't really happen.
Answer: Mice couldn't really turn into horses, rats couldn't really turn into coachman, and lizards couldn't really turn into footmen, the wand couldn't really turn Cinderella's clothes into beautiful ones.
3. Describe your favorite part of the story.
Answers will vary.

Synthesis:

1. Write another ending for the story.
Answers will vary.
2. What would you like to ask Cinderella?
Answers will vary.
3. Can you think of another title for the story?
Answers will vary.
4. Write another beginning for the story.
Answers will vary.

Evaluation:

1. Did you like the story? Why/why not?
Answers will vary.
2. Was Cinderella a good or bad person?
Answers will vary.
3. Were the two step-sisters good or bad people?
Answers will vary.
4. Read another version of CINDERELLA, how are they different, how are they the same?
Answers will vary.
5. Would you like to live with Cinderella's stepmother?
Answers will vary.
6. Which character did you like best in the story? Draw a picture of this character and tell why this is your favorite character.

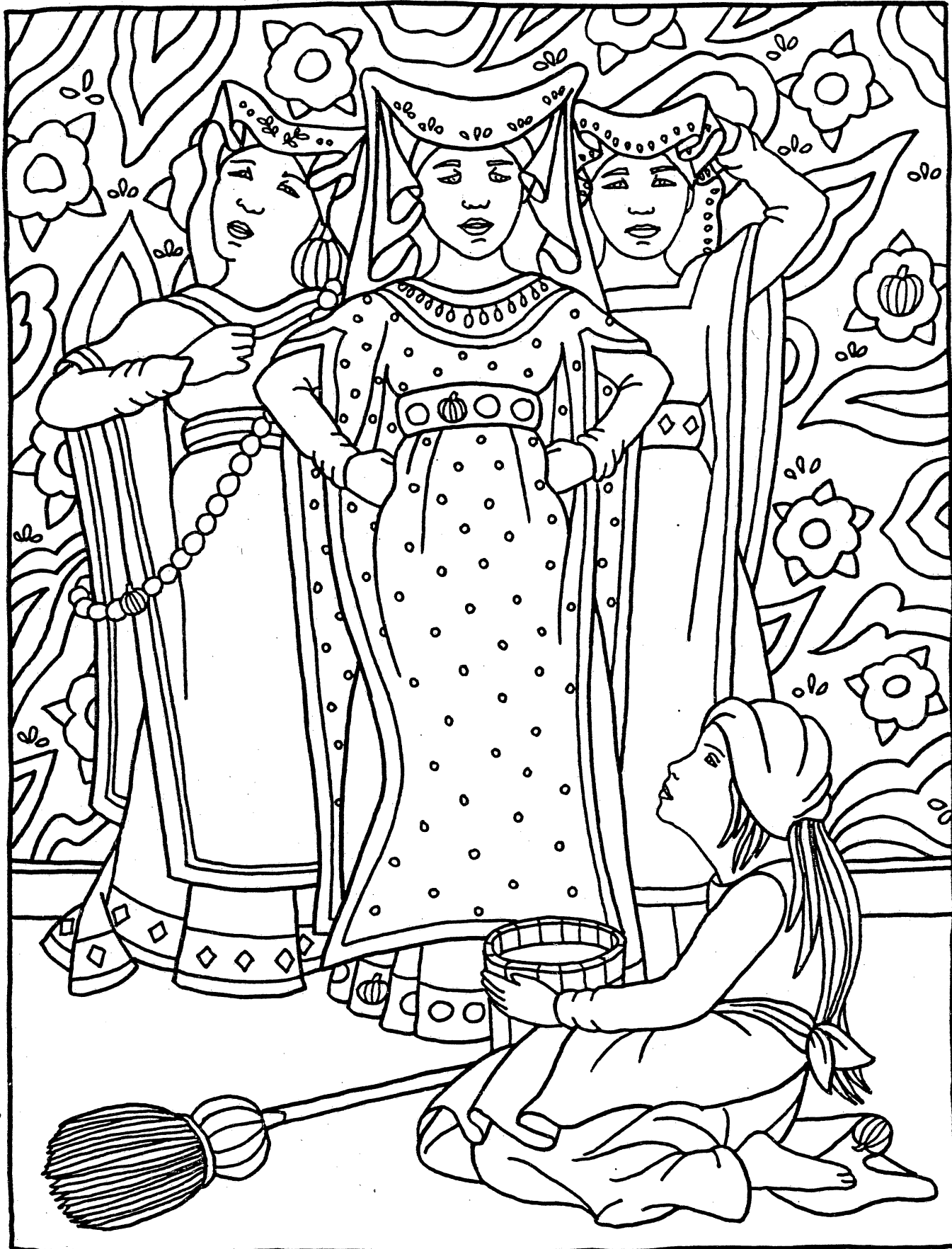
Extensions:

1. Discuss Values and Morals with the children. Discuss how Cinderella's step-sisters treated her. Was this nice? Look at the bulletin board ideas on this.
2. Have each child draw a picture of themselves. What do they see, a friendly face or a sour puss? What was Cinderella? What were her step-sisters?
3. Do the "Look it up in the Dictionary" worksheet. (In the student handbook.)
4. Do the time worksheet. (In the student handbook.) (There is an extra one so you can put in your own times.)
5. Make a castle or a coach with large packing boxes.
6. Have a crown decorating contest. Who can make and decorate the best crown?
7. Do the "Put the story in the correct order worksheet" (In the student booklet.)
Correct order:
 1. Cinderella's father married her stepmother.
 2. The prince invited everyone to his ball.
 3. The fairy godmother helped Cinderella get ready for the ball.

4. Cinderella danced with the prince.
5. Cinderella and the prince got married.
8. For cooking make some pumpkin bread.
9. Roast some pumpkin seeds.
10. Read another version of Cinderella.
 - Cinderella. Illustrated by Marcia Brown. Scribner's 1954.
 - Cinderella. Retold by C. S. Evans. Illustrated by Arthur Rackham. Viking, 1972.
 - Cinderella. Illustrated by Errol Le Cain. Bradbury, 1972.
 - Cinderella: From the Opera by Gioacchino Rossini. Illustrated by Beni Montresor. Knopf, 1965.
 - Tattercoats. Illustrated by Flora Annie Steel. Bradbury, 1976.
11. Reproduce the book mark on cardstock.
12. Have your students do the cut-n-paste.
Answer: The slipper fit Cinderella.
13. Have your students Tell about one time when they were late and what happened to them. (page 3 student booklet)
14. Have your students tell about a time when they were thoughtful to someone else. (page 9 in the student booklet)
15. It is important to be kind to animals too. Do page 4 in the student booklet.
16. Working with alphabetical order have your students do page 10 in the student booklet.
17. Read another version of Cinderella from another country:
 - ASCHENPUTTEL - Germany
 - THE PRINCESS ON THE GLASS HILL - Norway
 - NOMI AND THE MAGIC FISH - Africa
 - LITTLE BURNT FACE - American-Indian
18. Take the test.



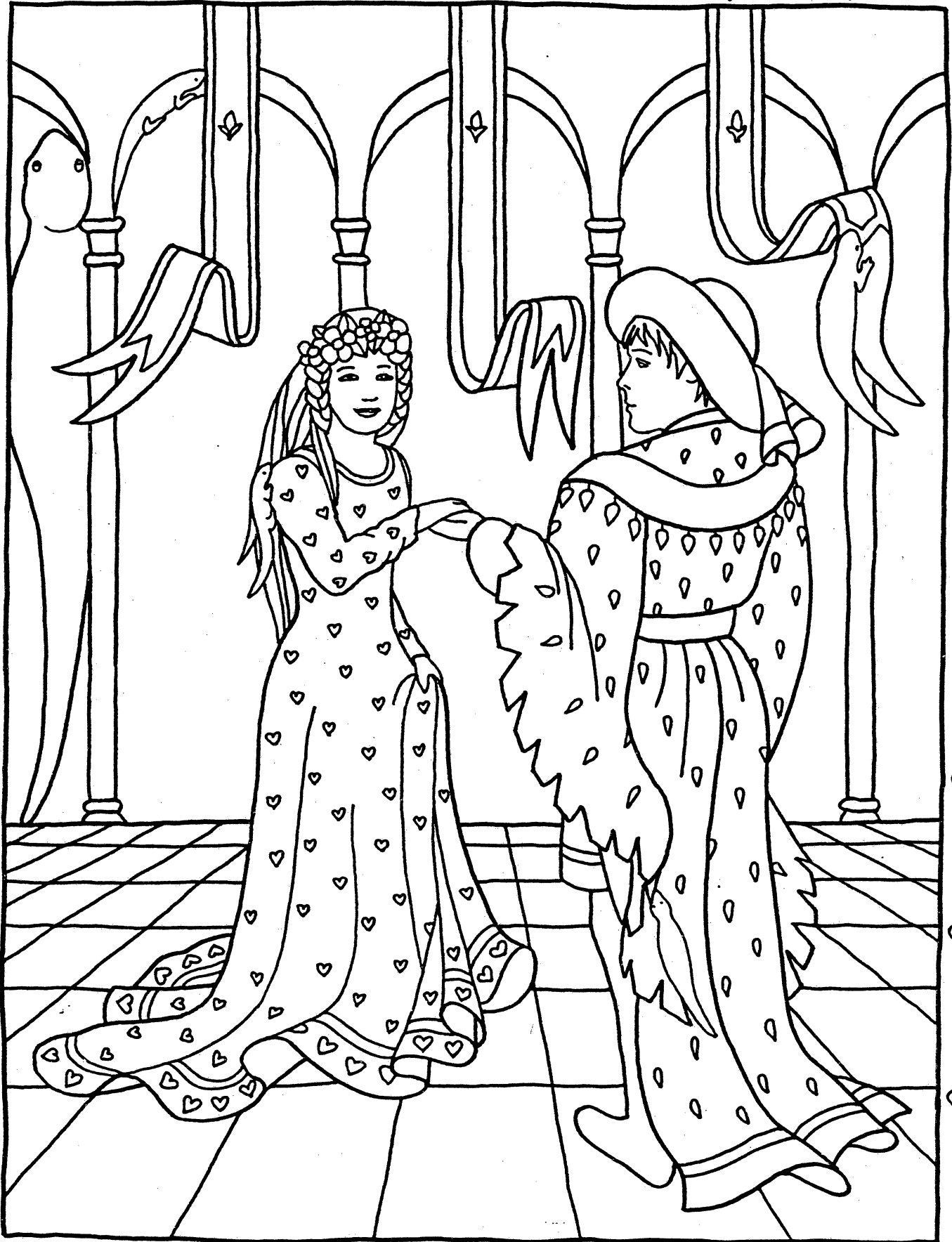
Cinderella



Find the seven pumpkins.

Busca los siete calabazas

Cinderella



Find the five lizards.

Cinderella



Find the seven glass slippers.

Cinderella



Find the seven mice.



Find the six brooms.

Busca cinco escobas.